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ABSTRACT

Undergraduate course syllabi on law enforcement, courts-law, corrections, and general criminal justice-criminology were assessed, based on 759 usable submissions from 193 junior, community, and senior colleges and universities. Based on the analysis, a set of syllabi to represent the core of a criminal justice curriculum was constructed. Course titles, descriptions, and topical outlines were examined, and each syllabus was coded for a presence of 27 items that might be expected to be found in course syllabi. Course offerings at two-year colleges covered a narrower range of content than offerings at four-year colleges and universities. Among the 759 syllabi analyzed, 138 different course titles were identified. Courses selected for inclusion in the core curriculum were based on the frequency of occurrence among the syllabi received. The top 14 ranked courses were selected as the core. Criminalistics, investigation, and police courses make up nearly one-third of those listed. Syllabus models were constructed for the 14 courses in the combined two-year and four-year core, plus two additional courses. Syllabi were constructed from five syllabus components: course description, rationale, goals and objectives, conceptual outline, and texts. The following syllabi are presented: administration of justice, correctional process, criminal investigation, criminal law, criminalistics, criminology, evidence, introduction to corrections, introduction to criminal justice, introduction to law enforcement, juvenile delinquency, juvenile procedure, police administration, police community relations, police organization and management, and research methods. (SW)

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Syllabus Design and Construction in Criminal Justice Education

Robert G. Culbertson
and
Adam F. Carr

Illinois State University
Normal, Illinois

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Preface

The research reported in this monograph results from a small grant provided the authors by the Joint Commission on Criminology and Criminal Justice Education and Standards. The Commission has initiated and sponsored a number of research projects designed to increase the body of knowledge about the extent and nature of criminology and criminal justice education. It is imperative that we know with greater precision the characteristics of this field of education before problems of quality can be adequately addressed. Thus, the Joint Commission has undertaken indepth studies of the characteristics of criminology/criminal justice faculty and students.

The research of Robert Culbertson and Adam Carr attempts to gauge the "state-of-the-art" of criminology and criminal justice curriculum by analyzing course syllabi. Based upon their analysis, the authors have constructed a set of syllabi for the "core" of a criminal justice curriculum.

This effort should be instructive in at least two ways. First, it provides information which the field can use in assessing a number of important omissions of curriculum. Second, the "core" syllabi should prove useful as programs engage in curriculum revision.

Vincent J. Webb
Principal Investigator

Syllabus Design and Construction in Criminal Justice Education

Criminal justice education occupies an important position in many colleges and universities as indicated by the proliferation of criminal justice programs and the burgeoning enrollments in these programs. Many colleges and universities, facing declining enrollments, found criminal justice programs attractive to a wide array of preservice students, and in some metropolitan areas the programs met the needs of inservice students from criminal justice agencies. In some instances criminal justice programs provided badly needed income for colleges and universities which were facing financial problems because of declining enrollments. The growth of criminal justice programs has been documented by the Professional Standards Division of the International Association of Chiefs of Police. In the most recent edition of the *Criminal Justice Education Directory*[1] published by the International Association of Chiefs of Police the following data are presented.

Table I

Growth in Number of Crime-Related Programs in Higher Education: 1966-1980

Directory	Associate	Baccalaureate	Master's	Doctoral	Institutions
1966-1967	152	39	14	4	184
1968-1969	199	44	13	5	234
1970-1971	257	55	21	7	292
1972-1973	505	211	41	9	515
1975-1976	729	376	121	19	664
1978-1980	1,209	589	198	24	816

The rationale for the development of criminal justice programs has been outlined by Myren.[2] Criminal justice programs in higher education brought resolution to the political controversy in academe as to how crime issues should be examined in the college and university setting. A number of academicians

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interested in the study of crime were not satisfied with the traditional approaches provided by sociologists and psychologists. Study of criminal justice, reflecting the perspectives of these disciplines, was narrow in focus and placed a heavy emphasis on the study of the individual criminal, crime prevention and correctional agencies. For a variety of reasons these professionals had little interest in law enforcement and lacked the needed expertise to develop needed coursework in the area of courts. Because of these and other problems, students entering the field of criminal justice were graduated from programs which often had a limited number of courses in the area of criminology, juvenile delinquency, deviant behavior, and penology. Curricula were not systemic and failed to provide needed coursework in the area of courts and law enforcement. Criminal justice education programs, then, were developed for students who needed an academic program which would increase opportunities for professional development in the field of criminal justice.

Curricula in the area of criminal justice education did not emerge from a rationally defined model. At least three problem areas can be identified. First, curriculum development proceeded without an analysis of the roles to be filled and the tasks to be performed by individuals who would be graduating from the respective degree programs. Second, criminal justice program goals were seldom identified, and when efforts were made to identify goals, a lack of agreement was often found. Third, a highly decentralized and fragmented criminal justice system with contradictory and conflicting expectations increased problems for systematic curriculum development.

Cognizant of these issues and related problems, the Law Enforcement Assistance Administration (LEAA) began funding criminal justice education programs through tuition reimbursement and similarly funded programs. Some contend that LEAA impact has been minimal because of inadequate controls in the area of financial disbursement. For example, Anderson contends that the quantitative data published by LEAA, indicating that the programs were successful, may have been deceptive in that the data did not reveal the abuses of Law Enforcement Educational Program (LEEP) and the consequences for criminal justice programs. Anderson states,

> In a period when many colleges were falling on hard times, enough federal money had come along to arouse the financial wheeler-dealer that lurks in the heart of many college deans. Some of the new criminal justice programs were low-overhead affairs that popped up like mushrooms after a gentle autumn rain. Often the colleges had trouble finding qualified faculty to teach all the police who were pouring into their classes. They ended up staffing the programs with part-time, low-pay "adjunct professors"—moonlighting instructors from other colleges or retired law-enforcement officers with scanty academic credentials.[3]

Gordon Misner, former president of the Academy of Criminal Justice Sciences was stronger in his criticism. Misner contended, "The infusion of LEEP money has brought into being the greatest number of harlots the world has probably ever seen. [There were] an awful lot of hustlers, and some college presidents serving as pimps, all looking for this LEAA dollar."[4] Curriculum and course development was and is the responsibility of academic institutions, not LEAA. Practicing the concept of shared governance and academic freedom, academicians resent any non-academic bureaucracy attempting to dictate the content of an academic program. The fact that LEAA funded some "shoddy, low overhead operations" is more a reflection on academe than on LEAA. The economic

environment described by Anderson, Misner, and others functioned to inhibit the development of a curriculum model based on a sound rationale.

A number of the critics of LEAA have also failed to understand vocational/technical education philosophies in community colleges and the extent to which these philosophies and concurrent legislation contributed to problems. To qualify for funding under the National Vocational Education Act of 1963, as amended in 1968, community college administrators defined criminal justice programs as "vocational/technical." The purpose of the Act was to provide supplemental funding to offset additional expenses incurred in sponsoring vocational/technical programs. Instruction in criminal justice programs, however, is not generally any more expensive than instruction in the liberal arts offered by community colleges. However, once community college administrators had succeeded in defining criminal justice programs as vocational/technical, the pressure on criminal justice faculty to generate credit hours became intense because of the profit which could be generated from these programs. This explains, in part, the proliferation of programs and courses and the fact that criminal justice students in community colleges were encouraged to take a disproportionately large number of criminal justice courses in their associate degree programs.

In some community colleges, classification of the criminal justice program as vocational/technical resulted in reducing the required credentials for faculty who would teach in the program. For example, in a number of degree programs referred to as the Associate of Applied Science Degree, there were no degree requirements for the instructors. As some critics note, these programs became increasingly popular in an economic sense because they were low overhead operations. As expected, non-degree instructors in community college programs did not have a background in curriculum development and were not prepared to develop a curriculum model which would have contributed to an articulated set of course offerings.

Problems were compounded when students made application to four-year institutions and found that at least some of their coursework was not transferable. Because the student had a degree from an applied science program with a disproportionate number of criminal justice courses, the general education requirements of the four-year institution had often not been met. As a result a student transferring to a four-year degree program may have completed the maximum number of criminal justice courses. However, because general education requirements had not been completed, the student found it necessary to complete a series of freshman and sophomore level courses and, on occasion, to repeat criminal justice courses.

In spite of there being virtually no agreement on an appropriate curriculum model for criminal justice education in the early 1970s, courses were proliferating at a high rate. The catalogs published by some colleges and universities proved to be embarrassing to a number of academicians. Courses were developed without concern for articulation with a curriculum model because there was no model and, in a number of instances, training concepts were repeated in a variety of courses.

Problems caused by financial greed were enhanced by a failure to ask the key question: "What *should* criminal justice practitioners be doing?" Without such inquiry, even a curriculum developed from an assessment of tasks actually performed would not have been adequate. A fact often forgotten is that the intense support for educating criminal justice practitioners, especially the police, emerged from reports and studies concerned with what police were doing.

Allegations of brutality and corruption were borne out in the findings of a number of reports recommending increased educational experiences for police officers. Clearly, the recommendations from investigating commissions did not call for a training model which would merely duplicate or extend the existing efforts in this area.

This was made most clear in the President's Commission Report, *The Challenge of Crime in a Free Society*. Considerable attention was given to the issue of police behavior in the community. The emphasis given to the concept of police-community relations reflected the Commission's concern in the area of minority groups and police attitudes and conduct. For example, the Commission noted the important role police play in safeguarding the rights of free speech and free assembly. Throughout this report and subsequent documents, the Commission outlined the importance of understanding the social foundations of a democratic society and the maintenance of order under law. The need for a broadly based liberal arts education was made exceedingly clear as indicated in the following Commission comment:

> A policeman today is poorly equipped for his job if he does not understand the legal issues involved in his everyday work, the nature of the social problems he constantly encounters, the psychology of those people whose attitudes toward the law differ from his. Such understanding is not easy to acquire without the kind of broad general knowledge that higher education imparts, and without such understanding a policeman's response to many of the situations he meets is likely to be impulsive or doctrinaire. Police candidates must be sought in the colleges, and especially among liberal arts and social science students.[5]

While a number of writers developed position papers addressing an array of issues related to criminal justice program models and curriculum, Hoover [6] provided the most comprehensive study in this area. In his 1975 study, Hoover summarized deficiencies in the development of criminal justice curricula. First, most curricula included too many professionally oriented courses to the exclusion of general education courses. Hoover found that professional coursework in some programs exceeded 50 percent of the total credits required for a degree. The potential impact on program quality was noted, as well as the extent to which some criminal justice programs denied students a college education with a strong emphasis in the liberal arts.

A second deficiency noted by Hoover reflected the heavy emphasis placed on training. Again, problems in this area were related to the exclusion of "courses which explore new concepts and the implications of theoretical constructs."[7] Citing reports from the American Bar Association Advisory Committee and the Joint Commission on Correctional Manpower and Training, Hoover noted that educational programming in the area of criminal justice failed to prepare the student "to be the critically thinking and discriminating professional decision maker which these [report] recommendations portend."[8]

A third deficiency noted by Hoover was the narrow focus of criminal justice programs. Because a number of programs developed with an emphasis on law enforcement, they failed to provide a theoretical orientation to the entire criminal justice system. As a result, educational institutions contributed to the existing fragmentation in the field. Students being graduated from these narrowly focused programs had little understanding of the roles courts and corrections play in the criminal justice system. Because a curriculum model had not been developed, courses proliferated without direction and often focused on intricate aspects of law enforcement but excluded study of other major components of the criminal justice system.

To overcome deficiencies in criminal justice programs, Hoover outlined three programmatic objectives which should be a part of curriculum development in criminal justice education. First, academic programs in criminal justice should have a systemic orientation and should therefore provide coursework which examines the entire criminal justice system.

> Basic to the administration of justice in a democracy is separation of power and function in the process of apprehending, adjudicating, and rehabilitating the criminal offender. One cannot possibly fully comprehend the objectives and processes of one component of such a system without understanding the goals and processes of the entire system. Such an understanding is essential to the performance of criminal justice roles in a manner congruent with democratic philosophy and practice.[9]

Educational programs which fail to provide a systemic approach to criminal justice also inhibited the potential for career choices. Students intensely educated in one component of the criminal justice system were denied the opportunity to explore other career choices carefully.

Second, academic programs in criminal justice should include a strong liberal arts orientation. A liberal arts education is a key factor in the development of values which support democratic ideals which are especially important in the administration of justice. Roles in the criminal justice system require much more than the technical knowledge involved in making an arrest, processing an offender, and developing a treatment program for the convicted. The vast amount of discretion in the criminal justice system and the ultimate impact of decisions on the lives of those affected requires a breadth of perspective which can be enhanced through study in the social sciences.

Third, theory must be central to the study of criminal justice. Again, while a person should understand the technical aspects of a position, the criminal justice practitioner should also have the ability to see interrelationships between theoretical constructs and routine situations in which those constructs can be applied. "Theory engenders the ability to generalize, to base responses in a given situation upon an understanding of the broader context of an individual's role."[10] Training is not enough; individuals cannot be trained to perform these roles. They must be educated.

Assessment of the impact of the Hoover publication on criminal justice education is difficult. While the issues addressed were timely, the publication was late. By 1975 millions had already been invested in higher education and the number of institutions offering crime-related degree programs had increased from 184 in 1966 to 664 in 1976. In the same period of time, associate degree programs grew from 152 to 729.

The era of expansion of criminal justice programs has ended. By 1991, the numbers of graduating high school seniors will have declined by approximately twenty-five percent nationwide (Chronicle of Higher Education, 1-7-80). The paramount issue facing criminal justice education in the next decade will be survival as an independent discipline. Declining enrollments in colleges and universities will threaten the existence of weak programs. Some faculty positions will be eliminated, and those remaining will be more explicitly defined. In order to maintain and improve the functional identity of criminal justice in higher education, faculty need to face directly the task of defining curricula, in addition to developing curricula which are attractive to students, relevant to professional role expectations, and which are systemic and intellectually coherent. Faculties

must continue to ask the question, "What *should* criminal justice practitioners be educated to do?" Criminal justice practitioners must have an appreciation for the due process model and an understanding of order under law.

The task then will be, as it has been, to educate people for careers in criminal justice. Colleges must provide learning experiences that are significantly different from those offered by training academies. Not only must college and university level curricula avoid duplication of training programs, but these curricula must prepare students for careers in the criminal justice system that cannot always be predetermined. Preparation for uncertain futures has long been an ideal of higher education. Training programs, by definition, concern themselves with the teaching of skills for prescribed rules. Facing the uncertainties of the last decades of the 20th century by retreating to either a vocational training model or a traditional academic model is to fail to grasp the intellectual challenge to develop scholarly activities which will serve practical ends. More significantly, a retreat will mark a failure to survive.

As indicated earlier, academic institutions are faced with financial and enrollment constraints which will increase demands for accountability. The ramifications of accountability can be seen in academe in increased teaching loads and adoption of multiple measures of faculty productivity and service. If academic institutions are to increase accountability, identification of significant audiences they intend to serve and evaluation of the quality of service will be imperative. Students, criminal justice agencies, and university governing bodies impose unique but complimentary demands on a curriculum. Students demand that a curriculum provide an honest preparation for a career. Criminal justice agencies demand that graduates be knowledgeable and adequately skilled to assume specific roles in the criminal justice system. Faculties are also faced with increased demands for accountability from higher education governing bodies which demand documentation of curricula, administrative operations, and placement of graduates. Finally, a democratic society demands that practitioners in the criminal justice system understand the complexities of due process, as well as both the philosophical and practical implications of this concept which is basic to a free community.

Accountability requires documentation of a curriculum and the extent to which it meets the demands of significant audiences. The emergence of accountability shifts the design of curricula away from individual preferences of faculty towards an explicit consumer orientation aimed at meeting the demands of signficant audiences and, most important, the requisites of a democratic society.

The design of curricula is thus the central activity required by a consumer orientation. The means by which a design is realized is documentation of a curriculum model. The medium through which a curriculum model is communicated is the course syllabus. Course syllabi, therefore, are instruments of curriculum realization and of course content communication. Other documents, such as curriculum goal statements, sequence plans, and requirements for a major are essential, but the functional unit of a curriculum model is the course syllabus.

A syllabus is not simply a class handout created by a faculty member responsible for a respective course. A syllabus is a document that formally specifies the general content and explicit organization of a course. Second, the syllabus fully informs the student as a consumer and guides the instructor in delivering the material contracted for. Third, the syllabus locates the course within a systematic curriculum and identifies the contributions the course will make toward realizing the general objectives of the curriculum. From the perspective of the

curriculum model, the syllabus frees the structure and content of the course from the idiosyncrasies of the individual instructor. Obviously, the instructor's style of delivery will color the content of the course and will affect the level of student achievement, but the course itself will be a function of the curriculum model and will limit the potentially fluctuating and sometimes whimsical creations of the faculty member.

The implication is clear in the preceding that the quality of a course and a curriculum can be judged in terms of their syllabi. Obviously, good courses can exist without good syllabi, and the opposite is also true. A good syllabus, however, reflects a deliberate plan for a course by which the course can be evaluated. The syllabus itself can be evaluated and is comparable to other syllabi.

Methods and Analysis of Data

Analysis of Syllabi

In September, 1979 a letter was sent (Appendix I) to the combined memberships of the American Society of Criminology (1,648) and the Academy of Criminal Justice Sciences (1,364). The letter requested course syllabi in four major content areas: law enforcement, courts-law, corrections, and general criminal justice-criminology. To ensure broad coverage, letters were also sent (Appendix II and III) to criminal justice-criminology program directors (1,005) and to graduate students (293). In all, 4,310 letters were mailed. No attempt was made to be systematic in sampling or selective in requesting specific data.

As submissions were received, they were logged-in, given an identification number, and coded. In the coding process a syllabus was first classified according to Illinois Board of Higher Education taxonomy of courses in criminal justice. A classification was achieved by way of an informal assessment of the syllabus which focused on course title, description, and topical outline. Reliability checks were carried out at random. Where disagreements in classification occurred, the coders discussed the source of the disparity and arrived at a common classification.

Each syllabus was then examined and coded for a presence of 27 items which might be expected to be found in course syllabi. A list of the coded items is presented in Table II.

Most of the items are self-explanatory. Items numbered 9-12 require clarification. Item 9, Rationale, is a statement of the purpose of the course in the curriculum. It also informs students of the importance of the knowledge and/or skills to be acquired. Item 10, Course Goals, is a list of six to ten general outcomes the student may expect as a consequence of taking the course. Item 11, Evaluation, specifies the general classes of behaviors to be acquired or developed. Item 12, Measurement, concerns the methods by which behavior changes will be assessed.

Between September, 1979 and January, 1980, a total of 933 submissions were received from 193 junior, community, and senior colleges and universities. Of the total, 174 submissions were not coded because they were not syllabi. Several table of contents, book outlines, catalogs and training manuals were also received. A number of syllabi were duplicates sent by graduate students and program directors. These, too, were excluded from coding.

Table II

Items Coded From Syllabi

1. Course title	15. Reading assignments
2. Class location	16. Exam dates
3. Meeting time	17. Exam make-up policy
4. Instructor's name	18. Conceptual outline
5. Instructor's office location	19. Topic list
6. Instructor's office hours	20. Study guides
7. Instructor's office phone	21. Tests
8. Course description	22. Term paper
9. Rationale	23. Term project
10. Course goals	24. Oral presentation or seminar
11. Evaluation	25. Short papers
12. Measurement	26. Texts
13. Grading policy	27. Supplementary readings
14. Class schedule	

Once coded, the syllabi were sorted according the Illinois Board of Higher Education course area, type of institution, and by syllabus content items.

Table III displays the rank ordering of major course content areas represented in the syllabi received. The numbers of syllabi in each course area are shown to the right of each area label. The data speak for themselves. Although the relatively small number of syllabi must be taken into account, course offerings at two-year colleges clearly cover a narrower range of content than offerings at four-year colleges and universities.

In Table IV the results of the syllabus content analysis are displayed. For each content item, the percentage of syllabi containing that item is listed for two-year and four-year schools.

Three aspects of the data are worth reviewing: 1) the absolute levels of content, 2) comparative levels, and 3) comparisons of specific items.

1) If one were to characterize many syllabi in criminal justice based on the frequency of content items, one would say that a syllabus consists of a course title and a textbook title. While no actual syllabi were that primitive, some were close approximations. The relatively low levels of content reveal, quite unsurprisingly, that syllabus content is not standardized. In general, students are more likely to learn their instructor's name through the syllabus than they are to discover a description of the course. They more frequently encounter a description of the number and form of examinations than a conceptual outline of the course content. More comparisons of this sort could be made. Debate is possible about the relevance of any given syllabus item or combination of items since a syllabus may be (and frequently is) supplemented by verbal instructions. However, that

Table III

Rank Order of Major Course Areas

	All Institutions Course Area	N	4 Yr. Institutions Course Area	N	2 Yr. Institutions Course Area	N
1	General & Intro.	347	General & Intro.	206	General & Intro.	75
2	Police	126	Corrections	60	Police	51
3	Law	103	Police	55	Law	27
4	Corrections	92	Law	52	Investigation	18
5	Investigation	34	Investigation	13	Corrections	12
6	Forensic Sciences	18	Research Methods	13	Forensic Sciences	6
7	Research Methods	14	Forensic Sciences	10	Security and Public Safety	6
8	Security and Public Safety	13	Judicial	8		
9	Judicial	10	Security and Public Safety	7		
10	Systems approaches	2	Systems approaches	2		

The areas of Research Methods, Judicial, and Systems Approaches were not ranked among the top ten course areas for two year institutions. In some instances determination of the origin of the two-course syllabus was impossible. These syllabi were included under "ALL INSTITUTIONS."

an item is absent from a syllabus does not mean that it will be included in the instructor's verbal discussion of the course. Indeed, the opposite is probably more likely. Absence from the syllabus means that the instructor is unaware of the importance of the item.

Generally, the data reveal that syllabus contents vary enormously and suggest that underlying this variation is a lack of knowledge of the structure and function of a course syllabus.

2) Of 27 comparisons between two-year and four-year colleges, 14 comparisons reveal substantial differences between these types of institutions.

One group of differences, all favoring four-year colleges, concerns information about the time and location of class meetings and the instructor's name and office location—all relatively trivial. A second group of differences favoring four-year colleges concerns the class schedule—meeting dates, assigned readings, and exam dates. These, along with differences in grading policies, assigned term papers, and supplementary readings, appear to reflect programmatic differences between two-year and four-year colleges, not simply differences in syllabus completeness.

The two-year colleges more frequently include a description of the course as a part of the syllabus and explicitly state the goals of the course. These items

Table IV

Percentage of Syllabus Items Coded for Two-Year and Four-Year Institutions

	2 yr.	4 yr.
Number of syllabi	195	426
Course title	98	98
Class location	11.2	20.8
Meeting time	12.7	24.2
Instructor's name	42.1	77.4
Instructor's office location	14.2	46.5
Instructor's office hours	4.6	36.3
Instructor's office phone	12.7	40.4
Course description	70.1	58
Rationale	13.7	8.6
Course goals	67.5	43.6
Evaluation	37.1	35.4
Measurement	27.4	33.4
Grading policy	41.1	53.3
Class schedule	8.1	31.4
Reading assignments	14.7	43.8
Exam dates	11.2	29.8
Exam make-up policy	14.2	17.6
Conceptual outline	26.4	18.7
Topic list	49.2	47.6
Study guides	11.2	6.5
Tests	67	74.9
Term paper	17.3	34.8
Term project	10.7	14.7
Oral presentations or seminar	54.3	55.8
Short papers	25.9	27.3
Texts	83.2	89.4
Supplementary readings	15.2	43.6

pertain to the issue of curriculum models versus individual course designs. Two-year schools appear to be somewhat ahead of the four-year colleges in developing complete curricula for criminal justice education. To what extent this difference arises from a greater emphasis on direct vocational-professional education by the two-year schools and to what extent it represents a continuation of traditional liberal arts education in the four-year colleges remain to be determined.

3) A complete syllabus should address four issues that are central to any well-organized course. They are: 1) the justification of the course as a part of the curriculum (rationale), 2) the general classes of skills to be learned or developed (evaluation), 3) the means by which learning will be assessed (measurement), and 4) the logical ordering of substantive course content (conceptual outline).

To clarify these issues, the contrast between the associated syllabus items and some commonly encountered items also thought to cover the same ground adequately will be explored.

A) Statements of course goals indicate the general knowledge and skills to be acquired. A set of clear positive goal statements obviously derives from, and hence points to, the role of the course in the curriculum. Goal statements provide an implicit rationale, but implication on the part of the instructor does not necessitate correct inference on the part of the student. The rationale thus makes explicit what is implicit in goal statements: it tells the students why the course exists.

B) Evaluation and measurement items may be confused with items covering test format, grading policies, and, perhaps, study guides. After all, these latter three elements will, if taken together, inform the student of the specific behaviors to be emitted in order to achieve a desired grade, but statements about tests, grading, and study guides embody two prior decisions concerning what dimensions of behavior are to be affected and how learning will be assessed. Analogous to the relation of rationale to course goals, statements of evaluation and measurement make explicit the decisions implicit in the test format, grading policies, and study guides.

C) The relation of the conceptual outline to the list of topics and assigned readings is similar to those discussed above. Although students may be able to construct a logical outline given a list of topics and readings, they are very unlikely to do so. Moreover, an explicit outline provides a conceptual framework by which the course can be viewed as a whole.

To judge from the frequency data in Table IV concerning the items discussed above, one must conclude that the explicit design of courses in criminal justice is currently in an embryonic state. Lacking comparable data from other disciplines, the ranking of criminal justice education among other streams of technical, vocational or professional education is, of course, impossible. On an absolute scale, however, considerable room for progress is evident.

Selection of Core Courses

The main purpose of this undertaking was to construct a set of syllabi for courses in criminal justice based on the current state of the art. The immediate issue was to decide on a set of "core" course titles. One such set of titles have been published by Misner.[1] The selection of courses in Misner's list was determined by Misner himself. Criminal justice educators surveyed by Misner apparently concurred with his selection by the act of ranking the courses in order of importance.

However, Misner admitted the obvious limitations in generating a core curriculum by asking respondents simply to rank course titles.

Misner's list essentially represents a "forced-choice" core curriculum. For the present study, the decision was made to select courses for inclusion in the "core" based on the frequency of occurrence among the syllabi received. The set of courses thus selected is the core of criminal justice education by virtue of its components being more frequent than others. No assumption was made in the decision to choose on the basis of frequency that the core should display any particular degree of breadth or systematic organization. To have made such an assumption would have been to select in advance courses conforming to the implicit curriculum.

Among the set of 759 syllabi analyzed, 138 different course titles were identified. A difference between two-year and four-year schools was apparent: The four-year colleges offered 111 distinct courses while the two-year colleges offered 68. However, two-thirds of all submissions came from four-year colleges.

Following Misner's procedure, the top 13 ranked courses were selected as the core. Due to a tie in the 13th rank, 14 course titles were chosen. Table V displays the rank ordering of the core courses from four-year and two-year colleges presented separately and from both types combined. Where appropriate, Misner's ranks are shown to the right of the course title. That an empirical, frequency-based core curriculum differs substantially from Misner's forced-choice rankings was immediately apparent.

A brief look at the table reveals that in terms of rank just slightly less than half of the courses listed are introductory level. Five such courses are listed (ranks 1, 2, 3, 8, 10). Courses on police occupy four positions in the ranking and account for more than 20 percent of all courses. If investigation and criminalistics are included in the police category, these courses make up nearly one-third of those listed.

Such a heavy emphasis on introductory and police areas leaves little room for courses in other major areas of criminal justice. Corrections is represented by two courses, juvenile delinqency, also by two, and courts/law by a single course. This distribution of courses clearly does not constitute a balanced or comprehensive curriculum in criminal justice. Given the methodology, the outcome is perhaps not surprising. After all, the project sampled courses from 193 colleges, but the methodology was designed to capture commonalities among curricula represented. That these commonalities are neither comprehensive nor systematic raises three possibilities:

1. Submissions were not systematically related to their originating curricula.
2. Submissions originated from several coherent but divergently oriented curriculum models.
3. The submissions were representative of their curricula, but the curricula themselves are not coherent.

While none of these possibilities can be conclusively affirmed, the second suggestion appears most likely. The assumption that several divergent curriculum models exist is easily met. Most apparent are two-year programs specializing in law enforcement and corrections. At the four-year level, programs can be found which emphasize such areas as criminology, administration, corrections, and law enforcement. The points of contact among these models would be incidental to their divergent aims and would not necessarily convey any systematic organization.

The third possibility is also worth considering, because its assumptions do not

Table V

Rank Order of Core Courses

Rank	All Institutions	MR*	4 Yr. Institutions	MR*	2 Yr. Institutions	MR*
1	Criminology	2	Intro. to Criminal Just.	1	Criminology	4
2	Intro. to Criminal Just.	1	Criminology	2	Criminal Law	2
3	Intro. to Corrections	NL	Topics in Criminal Just.	NL	Intro. to Corrections	NL
4	Criminal Law	3	Juvenile Justice	6	Criminal Investigation	13
5	Juvenile Delinquency	5	Intro. to Corrections	NL	Police Organization and Management	8
6	Criminal Investigation	13	Criminal Law	3	Intro. to Criminal Just.	1
7	Police Organization and Management	11	Police Organization and Management	11	Intro. to Law Enforcement	NL
8	Administration of Just.	NL	Juvenile Procedures	NL	Police-Comm. Relations	9
9	Police-Community Relations	NL	Criminal Investigation	13	Administration of Just.	NL
10	Intro. to Law Enforcement	NL	Advanced Criminology	NL	Juvenile Delinquency	5
11	Juvenile Procedures	NL	Corrections Process	5	Criminalistics	NL
12	Police Administration	NL	Police-Community Relations	10	Evidence	7
13	Corrections Process	8	Research Methods	NL	Police Administration	NL
14	Criminalistics	NL	Administration of Just.	NL	Intro. to Security	NL

*MR refers to Misner's national ranking of core courses.
NL denotes courses not listed in Misner's ranking.

preclude the existence of divergent curriculum models. Although the methodology was designed only to reveal common elements among curricula, this group of courses in common demonstrates that a core curriculum in criminal justice *per se* does not exist. Instead, curricula are apparently organized around specialities such as law enforcement or criminology. Such a state of affairs may accurately reflect the historical fragmentation of criminal justice processes. Thus, the term "criminal justice" does not (yet) designate a coherent system of ideas and practices—it functions primarily as a general label under which the traditional areas like law enforcement, criminology, and corrections are grouped.

Construction of Syllabus Models

Syllabi were constructed for the 14 courses in the combined two-year and four-year core. In addition, a course in research methods from the four-year core and a course in evidence law from the two-year core were included. These latter two courses were selected because they typified the difference between four-year and two-year curricula.

Procedures

Syllabi were constructed from five syllabus components: course description, rationale, goals and objectives, conceptual outline, and texts. The construction of a single model syllabus required three steps. First, the syllabus clippings were assembled, their contents screened, and all appropriate elements transferred longhand to a preliminary component list. Second, from this list of elements redundancies were eliminated. Third, surviving elements were used to create the final syllabus components. This process of construction of syllabus components from elements of actual course syllabi was used to produce the complete set of syllabi. The only exception to the process concerned textbooks. Rather than eliminate books from the list in an attempt to arrive at a single recommended text, all required texts appearing in the syllabi were listed. The lists of books were organized primarily in order of frequency and secondarily in alphabetical order when frequencies were equal.

In constructing the models a total of 368 syllabi was used. For specific courses, the number of syllabi processed ranged from 59 for Criminology to 5 for Evidence. The median number used to construct a syllabus was 19.

The syllabi that follow are intended to represent the variety and organization of courses most frequently encountered by undergraduate students in criminal justice. The aim was to allow the existing syllabi to dictate both the form and the content of the models with a minimum of intervention by the authors of this report. As models rather than representatives, the syllabi are intended to establish a standard for adequate course organization and content. The standards, however, are not idealized since they derive directly from existing courses.

Many readers may take strong issue with the selection of courses as with the syllabi themselves. This presentation of syllabi is not a recommendation of them. The purpose of the project was not to produce complete syllabi simply to be adopted for use. Nor was the project meant to design syllabi to accomplish a specific objective such as to address a particular subpopulation of students or to design novel courses.

In a sense, the syllabi are the product of an explicit averaging process, since the quality of the syllabi submitted was not judged. Neither were "poor" syllabi

eliminated nor were "superior" syllabi relied on in the construction process. Judgments about the syllabi and the state of criminal justice education are left to the reader.

Conclusion

Criminal justice education was born at a propitious time. The conjunction of LEAA money and career-minded students produced a rapid growth of programs. Unfortunately, growth became haste, and the results have been an embarrassment to the orderly growth of the discipline. Criminal justice education has not had a substantial impact on the criminal justice system. Reasons for this are many, but an important reason is that too slavish efforts have been made to "meet the needs" of the system and its staff. Research and scholarship have repeatedly demonstrated where the problems with the system lie and some practical solutions have been proposed; but in teaching, merely "more of the same" continues to be offered with regard to the traditional functioning of the criminal justice system. Institutions of learning have been following instead of leading.

By most forecasts, the next two decades will be difficult times for universities and colleges. They will be deluding themselves if they think that criminal justice education will not be seriously affected. Fewer students will be enrolled and less real money will be available for educating them. One response to this emerging environment will be to scramble headlong after the students and dollars that are available. While this tactic may save programs at some institutions, it clearly will not provide a coherent model for criminal justice education.

The preceding sections have discussed the growth of criminal justice education. In the following section composite syllabi are presented to illustrate the form and function of a syllabus in a program model. Program models are not presented. Whether there "should" be any specific number of models is irrelevant in the absence of more comprehensive public discussion. Despite the anxieties about the future, criminal justice education will be strengthened by a calm, thoughtful development of programs. To rush after retreating students and dollars by proclaiming a new gimmick to incite momentary interest will be to repeat the mistakes of the past.

Notes

1. Richard Kobetz, *Criminal Justice Education Directory, 1978-80.* (Gaithersburg, MD: International Association of Chiefs of Police, 1978) p. 1.
2. Richard A. Myren, "Criminology and Criminal Justice: Definitions, Trends, and the Future." John P. Conrad and Richard A. Myren, *Two Views of Criminology and Criminal Justice: Definitions, Trends, and the Future.* (Chicago: University of Illinois at Chicago Circle, Joint Commission on Criminology and Criminal Justice Education and Standards, 1979).
3. David C. Anderson, "The Off-Duty Degree," *Police Magazine*, 45(1978)30.
4. *Ibid.*
5. President's Commission on Law Enforcement and Administration of Justice, *The Challenge of Crime in a Free Society.* (Washington, DC: U.S. Government Printing Office, 1967), p. 107.
6. Larry T. Hoover, *Police Educational Characteristics and Curricula.* (Washington, DC: U.S. Government Printing Office, 1975).
7. *Ibid.*, p. 34.
8. *Ibid.*, p. 35.
9. *Ibid.*, pp. 36-37.
10. *Ibid.*, p. 37.
11. Gordon Misner, *Criminal Justice Education:* A National Profile. (Normal, IL: Academy of Criminal Justice Sciences, 1978).

Appendix I

Illinois State University
Department of Corrections
August 28, 1979

Dear Criminology/Criminal Justice Educator:

We have received a grant from the JOINT COMMISSION ON CRIMINOLOGY AND CRIMINAL JUSTICE EDUCATION AND STANDARDS to examine several curriculum issues in the area of criminal justice education. A major goal of the research effort is to develop course syllabi in each of the following areas:

1. Law Enforcement
2. Courts/Law
3. Corrections
4. General Areas of Criminology and Criminal Justice

In the development of model course syllabi in each of the above areas, we have developed three objectives: 1) to develop an array of content areas appropriate for each course, 2) to develop a set of resource materials for each course, and 3) to develop a set of learning objectives for each course.

If you teach courses or have expertise in the above areas, we would very much appreciate receiving the appropriate course syllabi. We realize that there may be some overlap of courses in some institutions, depending on the emphasis of the program; however, our goal is to establish a data base for content areas for a number of courses in the above areas. With this in mind, if you have course syllabi which you believe are appropriate for one or more of the areas, we would very much appreciate having copies of those syllabi.

After data collection from the materials sent to us, model course syllabi will be developed and submitted to panels of experts in each of the areas. The results of the research effort and the model course syllabi will be published in a monograph by the JOINT COMMISSION. We believe that the final product will contribute significantly to criminal justice program organization and management, especially in the area of curriculum development and revision. Because we are operating with non-negotiable deadlines, it would be very much appreciated if you would send us copies of your course syllabi at your earliest possible convenience.

Thank you for your consideration and assistance in this matter.

Respectfully,

Robert G. Culbertson, Ph.D.
Chairperson

Adam F. Carr, Ph.D.
Assistant Professor

Appendix II

Illinois State University
Department of Corrections
August 28, 1979

Dear Criminology/Criminal Justice Administrator:

A few days ago we sent the enclosed letter describing a curriculum research project to a number of criminal justice educators who are members of professional organizations in the area of criminology/criminal justice. The purpose of the research effort is outlined in that communication. We realize that the mailing lists available to us may not have included all individuals teaching in the respective areas identified in that request.

It would therefore be appreciated if you would facilitate our project by circulating copies of the enclosed letter to faculty members in your program who may have a contribution to make to this effort. We want to emphasize the contribution this project may make to your program. In addition to providing baseline data for a number of courses, we are hopeful that the final product will serve as a guide in the area of curriculum development and revision, a major management responsibility in criminal justice education.

Thank you for your consideration and assistance and we will look forward to hearing from you and/or your colleagues.

Respectfully,

Robert G. Culbertson, Ph.D.
Chairperson

Adam F. Carr, Ph.D.
Assistant Professor

Appendix III

Illinois State University
Department of Corrections
September 4, 1979

Dear Criminal Justice Student:

A few days ago we sent the enclosed letter to a number of faculty members in criminology/criminal justice education programs throughout the United States. As indicated in the letter we are looking for course syllabi which might be used in the development of model course syllabi for courses in criminology/criminal justice.

Students often retain in their files course syllabi they considered of excellent quality. If you have course syllabi in the areas indicated in the enclosed letter that you believe would facilitate this research project, we would very much appreciate receiving copies of such syllabi.

Our overall goal is to provide guidelines for the development and revision of criminology/criminal justice curricula. Your contribution to this effort will be very much appreciated. We look forward to hearing from you at your earliest possible convenience.

Respectfully,

Robert G. Culbertson, Ph.D.
Chairperson

Adam F. Carr, Ph.D.
Assistant Professor

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Criminal Justice Syllabi

Administration of Justice

Description:

Structure and functioning of criminal justice agencies. Survey of administrative and management patterns. Concepts of administrative procedures, problem analysis, personnel selection and training, planning, budgeting, record-keeping, research, and community relations.

Rationale:

The course is a survey of the organizational and management processes involved in the administration of justice.

Intended primarily for majors in criminal justice, the course provides a knowledge base for understanding the underlying principles of the criminal justice system.

Goals and Objectives:

At the end of this course, students should be able to:

(1) Identify and describe the principles and theories of organization applicable to criminal justice agencies.
(2) Identify and describe the goals of criminal justice agencies and the methods currently employed to achieve them.
(3) Define policy, policy development, and policy analysis and describe basic theories and critiques of policy development.
(4) Identify and describe the basic quantitative and non-quantitative tools of policy-analysis.
(5) Identify, describe, and critique current personnel management policies in criminal justice agencies.
(6) Identify and describe the components and practices of planning and budgeting operations in criminal justice agencies.
(7) Describe current national and state policies related to crime and criminal justice.

Conceptual Outline:

I. Structures and functions of criminal justice agencies
   A. Police
   B. Prosecutors
   C. Courts
   D. Corrections
   E. Probation and parole

II. Nature of management
   A. Classical management theory
   B. Neoclassical theory

C. Project management
D. Management by objectives

III. Decision-making
A. Types of managerial decisions
B. Behavioral dimensions of decision-making
C. Decision processes
D. Quantitative techniques
1. Forecasting
2. PERT
3. Payoff matrix
4. Break even analysis

IV. Organizational planning
A. Informal and formal strategic planning
B. Stages of planning
C. Establishing organizational objectives
D. Implementing and evaluating plans
E. Organizational development

V. Organization—design
A. Departmentalization
1. Function
2. Geographic
3. Product
B. Department characteristics
1. Centralization and decentralization
2. Supplication and flexibility
C. Span of control
1. Horizontal and vertical coordination
2. Organizational hierarchy and expectation flow
D. Personnel functions
1. Defining line and staff functions
2. Authority relationships
3. Attitudes and personality conflicts

VI. Managing personnel
A. Motivation
1. Diagnostic model of motivation
2. Theories of motivation
B. Group dynamics
1. Theories of group behavior
2. Group structures
3. Committees and informal groups
C. Interpersonal communications
1. Channels of communication
2. Communication networks
3. Problems and breakdowns in communication

VII. Controlling organizational performance
A. Managerial control—stages in the control process
B. Personnel management
1. Staffing

a. Job analysis
b. Recruitment and selection
c. Training

2. Performance
   a. Defining performance standards
   b. Measuring performance
   c. Effective controls

C. Controlling operations
   1. Supervision and inspections
   2. Budgeting
      a. Variable budgets
      b. Zero based budgets

VIII. Administration of criminal justice
   A. System fragmentation
   B. Political realities of criminal justice activities
   C. Community relations and pressures
   D. Change and resistances

Texts:

Adams, Thomas F., *et. al. Criminal Justice Organization and Management*. Santa Monica: Goodyear Publishing Co., 1974.

Barnard, Chester I. *The Functions of the Executive*. Cambridge: Harvard University Press, 1968.

Black, C. *Capital Punishment*. New York: W.W. Norton & Co., Inc., 1974.

Blancharch, Robert E. *Introduction to the Administration of Justice*. New York: John Wiley & Sons, Inc., 1975.

Coffey, Alan R. *Correctional Administration*. Englewood Cliffs: Prentice-Hall, Inc., 1975.

Cole, George F. *Criminal Justice: Law and Politics*, 2nd edition. Belmont, CA: Duxbury Press, 1976.

Davis, Kenneth C. *Discretionary Justice*. Champaign, IL: University of Illinois Press, 1971.

Drucker, Peter. *The Concept of the Corporation*. New York: Thomas Y. Crowell Co., 1972.

Dufee, David, *et. al. Criminal Justice: Organization, Structure and Analysis*. Englewood Cliffs: Prentice-Hall, Inc., 1978.

Ferkiss, Victor I. *Technological Man*. New York: George Braziller, Inc., 1969.

Gardner, John. *Self-Renewal*. New York: Harper & Rowe Publishers, Inc., 1964.

Gortner, Harold F. *Administration in the Public Sector*. New York: John Wiley & Sons, Inc., 1977.

Kamisar, Yale, *et al. Basic Criminal Procedure*, 4th edition. St. Paul: West Publishing, 1974.

Kaufman, Herbert. *The Forest Ranger*. Baltimore: The Johns Hopkins Press, 1960.

Kenney, John P. *Police Administration*. Springfield, IL: Charles C. Thomas Publisher, 1972.

Klotter, John C. *Constitutional Law for Police*. Cincinnati: W.H. Anderson Co., 1963.

Kraemer, Kenneth C. *Policy Analysis in Local Government*. Washington, DC: International City Management Association, 1973.

Lindblom, C. *The Policy-Making Process*. Englewood Cliffs: Prentice-Hall, Inc., 1968.

More, Harry. *Criminal Justice Management*. St. Paul: West Publishing Co., 1977.

Newman, Donald J. *Introduction to Criminal Justice*, 2nd edition. San Jose, CA: J.B. Lippincott Co., 1978.

Perrow, Charles. *Organizational Analysis: A Sociological View*. Monterey, CA: Brooks/Cole Publishing Co., 1970.

Rossett, Arthur, and Donald Cressey. *Justice By Consent*. New York: Harper & Rowe Publishers, Inc., 1976.

Rubin, Ted H. *The Courts: Fulcrum of the Justice System*. Santa Monica: Goodyear Publishing Co., 1976.

Wilson, James Q. *Thinking About Crime*. New York: Basic Books, Inc., 1974.

Correctional Process

Description:

Overview and critical analysis of contemporary correctional theory and practice in the United States. Origin and development of the prison. History and philosophy of punishment. Crucial issues in contemporary corrections such as prisoner rights, the use of force, the death penalty, and rights of ex-offenders. Sentencing, probation, imprisonment, and parole. Administration and operation of correctional facilities. Community-based corrections.

Rationale:

This course is designed to provide students with insight into how an individual convicted of a crime is processed through the correctional system. By gaining knowledge of (1) the history of correctional systems, (2) the "correctional community," and (3) alternatives to incarceration, students will be able to determine more successfully whether they can effectively function within such a system.

Goals and Objectives:

By the end of this course, students should be able to:

(1) Describe the history of the correctional process.
(2) Understand the causal factors involved in adult crime.
(3) Analyze the relationships among different correctional systems and their roles in the larger criminal justice system.
(4) Describe the programs and methods currently utilized in correctional facilities.
(5) List and describe the alternatives to incarceration.

Conceptual Outline:

I. Foundations of Corrections in America
   A. History and evolution of corrections
      1. Early history
      2. A century of change
      3. Age of prisons
      4. Modern era
   B. Justification for punishment
      1. Retribution
      2. Expiation
      3. Deterrence
      4. Intimidation
      5. Protection of public/incapacitation
      6. Reformation/rehabilitation
      7. Reintegration
   C. Sanctioning process
      1. Police
      2. Prosecutors
      3. Trial
      4. Judges
      5. Probation offices
   D. Causal processes in adult crime
      1. Concepts of adaptation
         a. Adaptive value of crime
         b. Early stress and predisposition to crime
         c. Psychopathy and related traits
         d. Stresses of adulthood
         e. Crime as a reaction
      2. Classification of criminal etiology
         a. Psychosomatic disorder and crime
         b. Offender and the emotionally disturbed non-offender
         c. Acute and chronic offenders
         d. Sex offender
         e. Personality of a murderer

II. Law and the correctional process
   A. Corrections as a component of the criminal justice system
      1. Correctional funnel
      2. Sentencing
      3. Probation
      4. Imprisonment
      5. Parole
      6. Appellate review
   B. Rights of the convicted criminal
      1. Prisoner rights in confinement
      2. Use of force
      3. Death penalty
      4. Rights of ex-offenders
   C. Diversionary programs
      1. Pre-arrest diversion

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2. Pre-trial diversion
3. Post-trial diversion

III. Correctional systems
A. People involved in the correctional process
1. Correctional client
a. Felons and misdemeanants
b. Women
c. Juveniles
d. Special clients
2. Professional workers
a. Function as officers of the court
b. Supervision of clients
c. Working with other authority figures
d. Helping clients to handle stress
e. Caseload
f. Social change within the agency
B. Administration of corrections
1. Organizational structure and goals
2. Problems in organization of corrections
C. Correctional Institutions as a community
1. Social context of jails
2. Street gangs behind bars
3. Women's prisons
4. Social meaning of prison homosexuality
5. Classification and diagnosis
6. Roles in prison society
7. Prison discipline
D. Specific programs in correctional institutions
1. Current concepts regarding treatment of adult offenders
a. Therapeutic use of authority
b. Concepts of punishment and treatment
c. Concept of internalizing social controls
2. Programs
a. Individual counseling
b. Group methods
(1) Interest groups
(2) Educational groups
(3) Recreational groups
(4) Group therapy
(5) Marathon groups
(6) Milieu therapy
c. Corrective work in prison
d. Inmate self-government
E. Fusion of institutional and community programs
1. Temporary prison release
2. Work release/furlough
F. Probation and parole
G. Half-way house
H. Therapy—outside of the correctional institution
1. Individual

2. Group
3. Family

IV. Future of corrections

Texts:

Allen, Harry E., and Clifford E. Simonsen. *Corrections in America: An Introduction*, 2nd edition. Glencoe Press, 1978.

Carter, Robert and David Glaser. *Correctional Institutions*, 2nd edition. Philadelphia: J.B. Lippincott, 1977.

Fogel, David. *We are the Living Proof*. Cincinnati: W.H. Anderson Co., 1975.

Frank, Benjamin. *Contemporary Corrections: A Concept in Search of Content*. Reston, VA: Reston Publishing Co., 1974.

Johnson, Elmer H. *Crime, Correction and Society*, 3rd edition. Homewood, IL.: The Dorsey Press, 1974.

McNamara, Donald E., and Edward Sagarin. *Perspectives on Corrections*. New York: Thomas Y. Crowell, 1971.

Mitford, J. *Kind and Unusual Punishment*. New York: Alfred A. Knopf, 1973.

Ohlen, Lloyd. *Prisoners in America*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1973.

Radzinowicz, L., and Marvin E. Wolfgang. *The Criminal in Confinement*. New York: Basic Books, Inc., 1971.

Reid, Sue Titus. *Crime and Criminology*, Part 4—Corrections, 2nd edition. New York: Holt, Rinehart & Winston, 1979.

Criminal Investigation

Description:

Presentation of rules and procedures of preliminary and follow-up investigations. Art of interrogation and recording of statements and confessions. Collection and preservation of physical evidence at the crime scene. Methods used in scientific interpretation of evidence. Preparation of criminal cases for trial.

Rationale:

This course is designed to teach the significance and application of criminal investigative techniques and procedures to criminal or non-criminal investigators. This course is intended for those actively pursuing their degrees in law enforcement but will be of interest to anyone presently engaged in police or security work. The students will learn and develop a repertoire of scientific techniques that police officers and investigators may use in the field.

The development of basic investigative skills in this course will enable current and future investigators to increase their effectiveness and thus achieve higher rates of convictions in court.

Goals and Objectives:

By the end of this course, students should be able to:

(1) Conduct a simple crime-scene investigation and also a preliminary investigation.
(2) Identify and describe basic evidentiary standards in gathering and presenting criminal evidence.
(3) Explain and discuss how an investigator seeks a rational theory of the crime by focusing and investigation.
(4) Give detailed instructions in the protection and safe-guarding of evidence.
(5) Explain and discuss the various techniques for recording the crime scene.
(6) Demonstrate surveillance techniques and explain the methods and uses of the undercover operator.
(7) Demonstrate the problems of the interview and the methods for avoiding pitfalls.
(8) Discuss the techniques used by investigators to develop informants, leads, *modus operandi*, and identification of suspects.
(9) Identify and explain the two primary characteristics of an effective style of writing investigative reports.
(10) Demonstrate proper methods of maintaining a case book, develop and use an investigator's checklist, and prepare a case report.

Conceptual Outline:

I. History of criminal investigation
  A. Early years
    1. Thief-taking
    2. Policemen in plain-clothes
    3. Scotland Yard's detective force
    4. Criminal investigation in America
  B. Growth and demand for criminal investigation
    1. Crime and technology
    2. Crime and social conditions
    3. Mobility of the criminal

II. Investigation processes
  A. Police operations
    1. Preliminary investigation
    2. Continuing investigation
    3. Duties of an investigator
    4. Selective case assignment
  B. Evidence
    1. Legal aspects of evidence
      a. The tools of the prosecution
      b. Admissibility
      c. Doctrine of reasonable doubt
      d. Proof and triers of fact
    2. Systematic search procedures
      a. Collecting evidence
      b. Physical changes at scene
      c. Autopsy—extension of crime scene

3. Collection and preservation
    a. Collecting
    b. Marking
    c. Packaging
    d. Transporting
    e. Known standards of evidence

C. Basic investigative leads
  1. Background investigation
    a. Victim's background
    b. Informants
    c. Field contact reports
    d. Weapons
    e. Fingerprints
    f. *Modus operandi*
    g. Photographs
  2. Sources for obtaining information
    a. Police department records and files
    b. Other government agencies
    c. Private agencies
    d. Volunteers
    e. Stool-pigeons
    f. Partner-in-crime
  3. Surveillance
    a. Physical surveillance
    b. Photography
    c. Wiretapping
    d. Eavesdropping
  4. Undercover assignments
    a. Infiltration
    b. Reporting
    c. Note-taking
    d. Exposure

D. Interviewing witnesses
  1. Locating witnesses
    a. Crime scene-viewing the area
    b. View area search
  2. Location
    a. Time and place
    b. Perception and recall (memory)
  3. Motivating silent and reluctant witnesses
  4. Recording information
    a. Written statements
    b. Polygraph tests—legality of testing
    c. Voice prints

E. Interrogation
  1. Duress and coercion
    a. Mirandå warning
    b. Interrogation session
  2. Written statement

III. Focusing the investigation

A. General scene
B. Protecting the crime scene
C. Conducting the preliminary investigation of the crime scene
D. Recording the crime scene
E. Specialized scientific methods and specific offenses—field test
    1. Photography
    2. Narcotics
    3. Sex crimes
    4. Wounds
    5. Body fluids
    6. Fingerprinting
        a. Printing—F.B.I. form
            (1) Description and classification
            (2) Legality
        b. Latent prints
            (1) Where obtained
            (2) Dusting, lifting
            (3) Photography
    7. Casts and impressions
    8. Etching
    9. Stains
    10. Firearms
    11. Hair
    12. Documents
    13. Fibers and fabric
F. Crime laboratory

IV. Report writing
A. Use of investigative reports
    1. Permanent record
    2. Primary data sheet
    3. Data for other agencies
    4. Prosecution instrument
B. Data requirements
    1. Statistical input
    2. Check-list—fact sheet
    3. Distribution
C. Reporting
    1. Use of official forms
        a. Types and styles of forms
        b. Purpose
    2. General report—no official form
        a. Use
        b. Special writing style
        c. Required content
D. Writing style
    1. Specialized formats
    2. Sentence structure
    3. Vocabulary
    4. Restrictions

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V. Specific offenses
   A. Arson
      1. Burning patterns
         a. Structure fires
         b. Non-structure fires
         c. Ignition
      2. Photographing the fire scene
   B. Narcotics
   C. Sex offenses
   D. Larceny
   E. Burglary
      1. Types of burglaries
      2. Types of burglars
      3. Burglary as a behavioral concept
      4. Safe-burglars
         a. Burglary scene
         b. Past-scene investigations
         c. Known burglars
   F. Robbery—the phases of robbery investigations
   G. Forgery
   H. Homicide
      1. Suicide, accident, or criminal homicide
      2. Identifying victim
         a. Time of death
         b. Criminal homicide scene
         c. Exhumation
   I. Investigation of illegal drugs
      1. Drug scene
      2. Entrapment

VI. Investigator and case in court
   A. Decision to prosecute
   B. Investigators' role in prosecution
   C. Case preparation
   D. Testifying

Texts:

Greenwood, Peter, *et al. The Criminal Investigation Process.* Lexington, MA: B.C. Heath and Co., 1977.

Hess, Karen M., and Henry M. Wroblenski. *For the Record: Report Writing in Law Enforcement.* New York: John Wiley & Sons, 1978.

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Weston, Paul B., and Kenneth M. Wells, *Criminal Investigation*, 2nd edition. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1974.

Criminal Law

Description:

History, theory, and practice of criminal law. Crime vs. private wrongs. Definition and classification of crimes. Legal elements of crimes. Elements of proof. Rules of evidence. Regulation of arrest, force, search, and seizure. Defenses and mitigating circumstances. Rights of the accused.

Rationale:

This course provides an overall study of the legal basis of the criminal justice system. Every citizen should understand how the criminal justice system works. Students majoring in criminal justice will acquire the background knowledge necessary to understanding of statutory and codified law in state and local jurisdictions.

Goals and Objectives:

By the end of this course, students should be able to:

(1) Describe and discuss the origin, development, and classification of substantive criminal law in the United States.
(2) Identify and explain the essential elements of proof of criminality.
(3) Describe and discuss the defenses to which those accused of crimes are entitled.
(4) Identify and discuss crimes against persons.
(5) Identify and discuss crimes against property.
(6) Explain and discuss the laws of arrest, search, and seizure as they apply to law enforcement officers.
(7) Compare and contrast a search of a person with search incidental to arrest.
(8) Define evidence and identify the different types of evidence.
(9) Identify and discuss "the exclusionary rule" and the doctrine of "fruits of the poisonous tree."

Conceptual Outline:

I. Historical and philosophical roots of criminal law
   A. Creation of norms
   B. Theory of criminal law
      1. Defining crime
      2. Purpose of criminal law
   C. Criminal acts
      1. Basic elements of crime
      2. Parties to crime
   D. Substantive criminal law
      1. General principle
         a. Adversary system
         b. Case
         c. Burden of proof
      2. Mental elements in crime
         a. *Mens Rea*
         b. Intent and knowledge
         c. Implied intent from an unlawful act
         d. Transferred intent
         e. Concurrence of act and intent
         f. *Actus Reus*
         g. Negative act
         h. Causation
      3. Legal Defenses
         a. Diminished responsibility
         b. Insanity
         c. Intoxication
         d. Self-defense
         e. Defense of others
         f. Defense of property
         g. Entrapment
         h. Consent of victim
         i. Mistake of fact
         j. Mistake of law
   E. Development of common law
   F. Statutory law; model penal codes
   G. Concept of *stare decisis*
   H. *Malum in se* vs. procedural law
   I. Substantive vs. civil liability

II. Jurisdiction
   A. Subject matter
   B. Personal
   C. State
   D. Federal

III. Preliminary crimes
   A. Solicitation
   B. Conspiracy
   C. Attempt

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IV. Crimes against the person
  A. Homicide
    1. *Corpus delicti*
    2. Malice aforethought
    3. Mitigation
    4. Premeditation and deliberation
    5. Implied malice
    6. Felony murder
    7. Involuntary manslaughter
    8. Mayhem
    9. False imprisonment
  B. Kidnapping
  C. Battery and assault
  D. Sex offenses
    1. Forcible rape
    2. Statutory rape
    3. Obscenity
    4. Related sexual offenses
  E. Robbery

V. Crimes against property
  A. Larceny
  B. Breaking and entering
  C. Embezzlement
  D. Arson
  E. Forgery
  F. Receiving stolen property
  G. Malicious destruction
  H. Extortion
  I. False pretenses and fraud

VI. Offenses against society in general
  A. Moral offenses
    1. Bigamy
    2. Prostitution
    3. Obscenity
    4. Abortion
    5. Gambling
    6. Pornography
  B. Offenses against public peace
    1. Duelling
    2. Criminal libel
    3. Rioting
    4. Annoying misconduct
  C. Offenses against the state
    1. Possession and sale of narcotics
    2. Weapons
    3. Bribery
    4. Treason
    5. Sedition
    6. Counterfeiting
  D. Offenses against the administration of justice

VII. Uncompleted criminal conduct
- A. Attempt
- B. Solicitation
- C. Criminal combinations
- D. Conspiracy
- E. Parties to crime
- F. Aiding and abetting

VIII. Laws of arrest, search, and seizure
- A. Arrest
  1. Nature of arrest decision
  2. Necessary elements to constitute and arrest
  3. Arrest with a warrant
  4. Arrest without a warrant
  5. Misdemeanor
  6. Felony
     - a. Reasonable cause
     - b. Probable cause
     - c. Source of information
  7. Arrest for purpose other than prosecution
  8. Misdemeanor arrest in presence requirement
- B. Alternative to arrest
  1. Protective custody
  2. Stop and frisk
- C. Search and seizure
  1. Search of the person
  2. Search incidental to arrest
     - a. Purpose of the search
     - b. Lawful arrest
     - c. Searching agents
     - d. Reasonable search
     - e. Search by consent
     - f. Implied consent
  3. Search of premises
     - a. Consent required
     - b. Consent not required
  4. Search of motor vehicles
     - a. Search under color of warrant
     - b. Probable cause
     - c. Description
  5. Search on probable cause
     - a. Development and application
     - b. Entry on private premises
  6. Consent searches
     - a. Duress or coercion
     - b. Expression of consent
     - c. Consent by third parties
  7. Seizures
     - a. Limitations
     - b. Items pertaining to another crime
  8. State and criminal liability of police

a. Intimidation
b. Perjury
c. Bribery

9. State civil liability of police
   a. False arrest
   b. Malicious prosecution

IX. Laws of evidence
   A. Evidence
      1. Definition
      2. Types of evidence
   B. Knowledge of the court or judicial notice
      1. Presumptions
      2. Inferences
   C. Circumstantial evidence
      1. Direct evidence
      2. Admissibility of previous crimes or conduct
      3. Means or capability to commit a crime
      4. Character of the defendant
      5. Character of the vicitm
      6. Conspiracy
   D. Documentary evidence and the right of discovery
      1. Documents as evidence
      2. Primary vs secondary evidence
   E. Exclusionary rule
      1. Fruits of poisonous tree doctrine
      2. Federal and state

X. Court system
   A. Complaints
   B. Preliminary arraignment
   C. Preliminary hearing
   D. *Prima facie*
   E. Grand jury
   F. Information
   G. Trial
   H. Motions
   I. Sentencing
   J. Appeals

Texts:

Blumberg, Abraham S. *Criminal Justice*. New York: Franklin Watts, Inc. 1979.

Chambliss, William. *Criminal Law in Action*. New York: John Wiley & Sons, Inc., 1975.

Chambliss, William, Editor. *Crime and the Legal Process*. New York: McGraw-Hill Book Co., 1968.

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Eisenstein, James, and Herbert Jacob. *Felony Justice*. Boston: Little, Brown & Co., Inc. 1977.

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Gammage, A.Z., and Charles Hemphill. *Basic Criminal Law*. New York: McGraw-Hill Book Co., 1979.

Gardner, Thomas V., and Victor Manian. *Criminal Law: Principles, Cases and Readings*. St. Paul: West Publishing Co., 1975.

Gifis, Steven H. *Law Dictionary*. Woodbury, NY: Barron's Educational Series, Inc., 1975.

Grilliot, Harold. *Introduction to Law and the Legal System*, 2nd edition. Burlington, MA: Houghton Mifflin Co., 1979.

Hawkins, Gordon. *The Prison: Policy and Practice*. Chicago: University of Chicago Press, 1976.

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_____. *Criminal Law for the Police*. Radnor, PA: Chilton Book Co., 1969.

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Kerper, Hazel B., and Jerome H. Israel. *Introduction to the Criminal Justice System*. St. Paul: West Publishing Co., 1979.

Orlander, Joseph D., and Martin H. Greenburg. *Criminal Justice Through Science Fiction*. New York: Franklin Watts, Inc., 1977.

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Rutter, William A. *Criminal Law*. New York: Harcourt Brace Jovanovich, Inc., 1976.

Smith-Hurd. *Illinois Criminal Law and Procedures*. Chicago: Burdette Smith Co., 1965.

Title 2C: *New Jersey Code of Criminal Justice*. Newark, NJ: Gann Law Books, 1979.

Smith, Alexander B., and Harriet Pollack. *Crime and Justice in a Mass Society*. New York: Holt, Rinehart & Winston, Inc., 1973.

Vetter, Harold J. and Ira Silverman. *The Nature of Crime*. Philadelphia: W.B. Saunders, 1978.

Criminalistics

Description:

Introductory survey of the police laboratory. Capabilities and limitations of various laboratory methods. Scientific aspects of evidence. Collection and preservation of evidence. Limitations and potentials of police work in fingerprinting, firearms, chemical analysis of hair, fibers, blood, paint, and poisons. Techniques involved in lifting and analyzing latent prints, casting, and photographing various types of evidence.

Rationale:

Criminalistics is designed to provide students with an understanding of skills and limitations of the crime laboratory.

Students will develop insight into the techniques involved in the location, preservation, and analysis of various types of physical evidence.

This course reviews the need for professional investigators while introducing students to the means of achieving proficiency in the scientific criminal inquiry.

Goals and Objectives:

This course will provide students with a general knowledge of the equipment, operation, and services involving the crime laboratory. By the end of this course, students will be able to:

(1) Define forensic science or criminalistics.
(2) Explain the methods involved in the location, preservation and identification of such evidence as: body fluids, questioned documents, staining, paint, hairs, and fibers.
(3) Understand the rudiments involved in fingerprinting identification, and classification.
(4) Understand the identification, classification, and evidentiary importance of firearms and explosives.
(5) Describe how casts, molds, and impressions are made.
(6) Record the crime scene through field notes, photography, and sketching.
(7) Understand the problems involved in linking evidence to a suspect.
(8) Demonstrate knowledge of the legal rules governing the admissibility of evidence.

Conceptual Outline:

I. Crime laboratory
   A. Function
   B. Importance of preservation of physical evidence
   C. Physical make-up
      1. General plan
      2. Size and facilities
   D. Lab procedures
      1. Chain of custody
      2. Acceptance and removal of evidence
   E. Lab personnel and equipment

II. Identification, preservation, and collection of evidence

A. Initial examination
B. Handling evidence
C. Crime scene
   1. Methods of search
   2. Evidence—types
   3. Identification of evidence
   4. Tagging, wrapping, marking, and sealing of evidence

III. Report writing
   A. Types of investigative reports
      1. Technical reporting
      2. Oral reporting
      3. Written reports
   B. Elements
   C. Means of communication

IV. Recording of the crime scene
   A. Field notes
      1. Basic record of search
      2. Information to be entered
   B. Photography
      1. Functions
         a. Identification
         b. Microfilming files and photo communications
         c. Evidence
         d. Discovery of proof
         e. Action of offenders
         f. Court exhibits
         g. Police training and public information
      2. Requirements to ensure admissibility
      3. Documentation of photos
      4. Graphic representation of scene
         a. Procedure
         b. Perspective
         c. Markings in the field of view
   C. Crime scene sketch
      1. Purpose
      2. Elements

V. Fingerprinting
   A. History of fingerprinting
      1. Early uses
      2. Establishment of F.B.I. ID section
   B. Advantages of fingerprints as identification
   C. Features of fingerprints
      1. Ridge characteristics
      2. Pattern areas
      3. Delta-core: outer and inner terminus
      4. Pattern groups
         a. Arch, loop, and whirl
         b. Eight types of patterns
         c. Lines of count

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d. Tracing

D. Practical fingerprinting
   1. Equipment required
   2. Directions to roll a set of prints

E. Latent fingerprints
   1. Powders—lifting
   2. Chemical development
      a. Iodine
      b. Silver nitrate

VI. Casts and molds
   A. Plaster casts
      1. Preparation of materials and impression
      2. Making the cast
      3. Removal
      4. Packing—preservation
   B. Casting microscopic impressions
      1. Moulage
      2. Techniques of recording
      3. Reinforcing large casts
   C. Casting footprints and/or tire tracks
   D. Molds—types of material

VII. Tool marks
   A. Materials on which impressions are found
   B. Types of tools—individuality
   C. Care—preservation of impressions
   D. Scratch and impact
   E. Casting and comparing
   F. Recording

VIII. Firearms
   A. History of firearms identification
      1. Goddard and Gravelle
      2. Present trends
   B. Definition—firearms ID
   C. Firearms evidence
      1. Barrel manufacture
         a. Drilling
         b. Reaming
         c. Rifling
            (1) Hook or scrape cutting
            (2) Breaching
            (3) Button system
         d. Lapping
         e. Chambering
         f. Lines and grooves
      2. Firing pin—hammer ID—effect on primer (breechlock signature)
      3. Cartridge case ID
         a. Revolver—automatic pistol
         b. Extractor marks
         c. Ejector marks

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d. Pressures and effects
4. Bullets and shell caes
a. Make and model fired
b. Comparison with test bullets and shell cases
5. Comparison microscope
6. Proof marks
7. Restoration of markings

IX. Detective staining
A. Detective dyes
B. Visible stains
C. Invisible stains
D. Radioactive stains

X. Other types of evidence
A. Glass fragments
1. Types of glass fractures
2. Sequence of penetrations
B. Paint chips
C. Laundry and dry-cleaning marks
1. Importance
2. General usage—no uniform system
3. Marks—where made on clothing
4. Marking media
5. Identifying the mark
6. Sources of information
D. Narcotics
1. Opiates
2. Amphetamines
3. Barbiturates

XI. Body fluids
A. Blood
1. Procedure at the scene
2. Physical appearance
a. Human or animal blood
b. Typing (A, B, AB, O) and possible RH
c. Dried, moist, and liquid stains
B. Semen

XII. Questioned documents
A. History
B. Types
C. Standards for comparison
D. Equipment and materials
E. Ultraviolet and infrared photography
F. Preservation of documents
G. Identifying a document
H. Examiner's report
I. Submission of evidence

Texts:

Califana, A.L., and J.S. Lekov. *Criminalistics for the Law Enforcement Officer*. New York: McGraw-Hill, 1978.

Kirk, Paul L. *Crime Investigation*, 2nd edition. New York: John Wiley & Sons, Inc., 1974.

O'Brien, Kevin P., and Robert C. Sullivan. *Criminalistics: Theory and Practice*. Rockleigh, NJ: Holbrook Press, 1973.

Osterburg, James W. *The Crime Laboratory*. Bloomington, IN: Indiana University Press, 1969.

Saferstein, Richard. *Criminalistics: An Introduction to Forensic Science*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1977.

Sansone, Sam J. *Modern Photography for Police and Firemen*. Cincinnati: Anderson Press, 1971.

Criminology

Description:

An overview of the nature of crime and societal reaction to crime. History and development of criminology. Survey of the major theories and research on crime causation, control, and rehabilitation of offenders. Patterns of criminal behavior and offender typologies. The nature and foundations of legal authority. Structures and functions of criminal justice agencies.

Rationale:

The purpose of this course is to introduce students to the study of criminal behavior. On completing the course, students should be better-informed citizens, able to exercise critical judgment of public policies regarding crime and crime control. The course is intended to equip students for further study in criminology and criminal justice.

Goals and Objectives:

Upon completion of the course, students should be able to:

(1) Outline the major theories of causation.
(2) Discuss the nature and scope of crime and delinquency in the U.S.
(3) Define and distinguish between deviant and criminal behavior.
(4) Explain how traditional crimes differ from white-collar, organized, and political crimes and give examples of each.
(5) Name and describe the major types of criminal offenders and contrast characteristics of offenders and non-offenders.
(6) Outline criminal justice procedures from arrest to parole.
(7) Identify and describe the basic rights of the accused. Cite specific Supreme Court decisions.

Conceptual Outline:

I. Introduction

A. Development of modern criminology
B. Research of criminology
C. Measurement of crime in the U.S.A.
   1. UCR
   2. NCS—victimization

II. Crime
   A. Crime against persons
      1. Homicide
      2. Assault
      3. Armed robbery
      4. Rape and sexual assault
   B. Crimes against property
      1. Burglary
      2. Theft
      3. Shoplifting
      4. Motor vehicle theft
      5. Forgery
   C. Organized and white-collar crimes
      1. Organized crime
         a. History and general structure
         b. Gambling and bookmaking
         c. Racketeering
         d. Organized labor
         e. "Legitimate" business
      2. White-collar crime
         a. Definitions and classification
         b. Abuses of trust
         c. Business crimes
            (1) Embezzlement
            (2) Fraud
            (3) Deceptive advertising
            (4) Employee theft
         d. Political crimes
      3. Impact of white-collar crime
      4. Control of white-colar crime
      5. Punishment of white-collar crime
   D. Victimless crimes
      1. Drug usage and addiction
         a. Alcohol
         b. Drug use
         c. Addictions
      2. Sexual behavior
         a. Prostitution
         b. Homosexuality
         c. Pornography
      3. Vagrancy, disorderly conduct
      4. Issues and perspectives on victimless crimes

III. Victims
   A. Victimology
      1. Criminal victimization surveys

2. National crime surveys
B. Victim behavior
1. Failure to report crime
2. Victim's role in crime
C. Victim assistance
D. Victim compensation

IV. Criminals
A. Typologies of criminals
1. Demographic analysis
2. Males and females
3. Violent and non-violent
B. Theories and crime causation
1. Environmental factors
2. Physiological theories
3. Psychological theories
4. Social theories
a. Differential association
b. Opportunity structure
c. Deviant subculture
d. Lower class culture
e. Reference groups
f. Labeling

V. Criminal law
A. Normative system
1. Folkways
2. Mores
3. Customary law
4. Exacted law
B. Underlying factors
1. Obligation
2. Specificity
3. Indignation
4. Punishment
5. Legislation
6. Enforcement
C. Kinds of law
1. Common law
2. Statutory law
3. Civil law
4. Criminal law
D. Felonies and misdemeanors

VI. Criminal justice system
A. System
1. Function
2. Inequities
B. Police
1. Authority and duties
2. Roles
3. Community relations

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4. Technology
5. Administration

C. Courts
   1. Judicial process
   2. Adversary system
   3. Juvenile justice

D. Corrections
   1. Jails
      a. Types of detention
      b. Jail conditions
      c. Jail administration
   2. Juvenile detention
   3. Bail
   4. Prisons
      a. History
      b. Organization
      c. Operation
      d. Prison life

E. Probation and parole
   1. Definitions
   2. Case work process
   3. Release and adjustment

F. Issues and prospects in criminology

Texts:

Fox, Vernon. *Introduction to Criminology*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1976.

Glaser, Daniel. *Crime in Our Changing Society*. New York: Holt, Rinehart & Winston, Inc., 1978.

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Guenther, Anthony L., editor. *Criminal Behavior and Social Systems*. Chicago: Rand McNally & Co., 1976.

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Reid, Sue Titus. *Crime and Criminology*, 2nd edition. New York: Holt, Rinehart & Winston, 1979.

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Sykes, Gresham M. *Criminology*. New York: Harcourt Brace Jovanovich, Inc., 1978.

Evidence

Description:

Nature and types of criminal evidence. Rules governing the admissibility of evidence at trial. Direct and circumstantial evidence. Presentations of physical, testimonial, and other material evidence. Laws of arrest, search, and seizure.

Rationale:

The rules of procedure and evidence form the backbone of the investigative, prosecutorial, and trial processes.

The course is designed for students majoring in criminal justice who intend to pursue careers in police or court systems.

Students will be provided with basic skills and knowledge in the laws of evidence, types of evidence and presentation of evidence in court.

Goals and Objectives:

By the end of this course, students should be able to:

(1) Outline the development of rules of evidence.
(2) Identify and describe the rules and procedures that pertain to the collections and presentation of evidence.
(3) Describe procedures for the proper presentation of evidence.
(4) Identify and discuss the processes, functions, and structures of the criminal justice system.
(5) Identify and list the rules governing admissibility of evidence at trial.

Conceptual Outline:

I. Development of the trial system
   A. Ancient judicial proceeding
   B. European judicial proceedings
   C. English judicial proceedings
II. Preparing and presenting evidence
   A. Definitions of evidence
      1. Direct
      2. Circumstantial
      3. Hearsay
      4. Legal
      5. Documentary
      6. Real
      7. *Prima facie*
      8. Cumulative
      9. Corroborative

- B. Presumptions and burden of proof
- C. Inferences
- D. Judicial notice
- E. Rules of evidence
  - 1. Developments within the U.S.
  - 2. Court decisions
  - 3. Legislative enactments
  - 4. Common law
- F. Discovery and disclosure
- G. Degrees of proof
  - 1. Criminal—beyond a reasonable doubt
  - 2. Civil—a preponderance of evidence
  - 3. Civil—clear and convincing

III. Competency
- A. Spouse
- B. Statutory
- C. Age
- D. Mental

IV. Privileged communications
- A. Husband-Wife
- B. Attorney-Client
- C. Officer-Informant
- D. News reporter-news source

V. Testimony
- A. Lay witness
- B. Expert witness
- C. Credibility and impeachment of witnesses
  - 1. Character testimony
  - 2. Prior convictions
  - 3. Prior inconsistent statements
  - 4. Impossibility
  - 5. Prejudice/bias
- D. Hearsay
  - 1. Exceptions
    - a. Dying declarations
    - b. Spontaneous declarations
    - c. Former testimony
    - d. Depositions
    - e. Business records
    - f. Past memory recorded
    - g. Statement of a party

VI. Confessions and admissions
- A. Tests of validity (voluntary)
  - 1. Force and threat
  - 2. Promises of inducement
  - 3. Deception
  - 4. Informing of constitutional rights
- B. Evidence from inadmissible confession

C. Tacit confession exception—implied through silence
   1. Understanding the accusation
   2. Who may accuse
   3. Conditions of the accused
   4. Partial denial of accusation

VII. Best evidence rule—on documents
   A. Tests—original must be brought to court unless:
      1. Lost or destroyed
      2. Possesor will not surrender
      3. Producing in court is not feasible
      4. Producing in court is not advisable
   B. Rule of "past recollection recorded"—police reports
   C. Self-authenticating documents

VIII. Parole evidence rule

IX. *Corpus delicti*—facts and situations in a crime
   A. Not established by confession
   B. Must be proven
   C. Degree and type of proof needed
   D. Established by confession of confederate

X. Search and seizure
   A. Search warrant
      1. Manner of execution
      2. Contents
      3. Standing to contest legality of search
   B. Search without warrant
      1. Consent
      2. Stop and frisk
      3. Incident to lawful arrest
      4. Motor vehicle
      5. Exigent circumstance
      6. Plain view
      7. Inventory

XI. Exclusionary rule
   A. Constitutional safeguards
   B. Protecting interests
   C. Undue prejudice to the accused

XII. Testimonial evidence
   A. Historical background
   B. Testimonial utterance
   C. Intervention of the mind—lie detectors, etc.
   D. Intoxication tests
      1. Objections
      2. 5th amendment privilege against self-incrimination
      3. Breathalyzer
      4. Video-tape
   E. Rules on experiments, tests, and polls
   F. Rules regarding prejudice

XIII. Cross-examination

Texts:

Hanley, Julian. *Legal Aspects of Criminal Evidence*. Berkeley: McCutchan Publishing Corporation, 1977.

Klein, Irving J. *Law of Evidence for Police*, 2nd edition. St. Paul: West Publishing Co., 1978.

Klotter, John C., and Carl L. Meirer. *Criminal Evidence for Police*, 2nd edition. Cincinnati: W.H. Anderson Co., 1975.

Louisell, David, *et al. Principles of Evidence and Proof*, 3rd edition. Mineola, NY: The Foundation Press, Inc., 1977.

Stuckey, Gilbert B. *Evidence for the Law Enforcement Officer*, 2nd edition. New York: McGraw-Hill Book Co., 1974.

Texas Legislature. *Texas Code of Criminal Procedure*. St. Paul: West Publishing Co., 1979.

Introduction to Corrections

Description:

An overview of the history and philosophical foundations of the American correctional system. Organization and operation of the components of the corrections systems including jails, prisons, probation, parole, and community-based programs. Correctional treatment programs ranging from pre-trial diversion to post-incarceration procedures. Presentation and discussion of current issues and problems in corrections, such as social control within prisons, legal rights of prisoners and alternatives to imprisonment.

Rationale:

This course is designed to provide students with an understanding of correctional organizations and procedures.

It is intended for sophomore level students who expect to major in criminal justice or for students presently working in corrections who want to advance their knowledge of the field.

Goals and Objectives:

(1) Identify and describe the important features of the history and development of corrections.
(2) Identify and describe the rationales for imprisonment, probation, and parole.
(3) Identify and describe four major correctional theories and their applications.
(4) Identify and describe the organization and operation of the components of the corrections process.
(5) Describe the process of prisonization.
(6) Identify and describe several alternatives to traditional methods of treatment and punishment.

Conceptual Outline:

I. Development of corrections
   A. History and evolution of corrections
      1. Early history (2000 B.C.-1700 A.D.)
      2. Redress of wrongs
      3. Fines and punishments
      4. Early codes
      5. Middle Ages
      6. Emergence of secular law
   B. Century of change (1700-1800)
      1. Montesquieu and Voltaire, the French humanists
      2. Beccaria, the father of the "Classical" School
      3. Bentham and the "hedonistic" calculus
      4. John Howard
   C. Age of prisons (1800-1960)
      1. Pennsylvania system
      2. Auburn system
      3. Pre-civil war prisons
      4. The twentieth century and the industrial prison
   D. Modern Era
      1. Internally sought reform
      2. Externally induced reform
      3. Reform by the courts
      4. Reform by legislature
      5. Reform by executive order

II. Correctional client
   A. Types and extent of crime and criminal behavior
   B. Classification and treatment (overview)
   C. Correctional classification systems
   D. Criminological theory and research

III. Rights of the convicted criminal
   A. Prisoners' rights in confinement
   B. Use of force
   C. Death penalty
   D. Rights of offenders

IV. Probation processes
   A. Pre-sentence investigation (and its use in criminal justice decision making from sentencing to parole)
   B. Overview of the correctional caseload under probation supervision
   C. Supervision of probationers
   D. Effectiveness of probation

V. Jails
   A. History and development of the jail
   B. Nature of jail administration and operations
   C. Treatment and assistance programs in jails

VI. Prisons and correctional institutions
   A. Historical development

B. Regional differences
C. Types of institutions

VII. Administration
A. Historical development
B. Program planning and development
C. Litigation against administration

VIII. Institutional procedures—custody
A. Functions of custody
B. Correctional philosophy
C. Yard control
D. Relationship of treatment to custody operations

IX. Institutional procedures—treatment
A. Role of classification
B. Programs and practices
C. Prison as a therapeutic community

X. The effects of institutionalization
A. Institutionalized personality
B. Inmate subculture and prison barter
C. Impact and characteristics of institutionalization

XI. Community-based corrections
A. History
B. Types
1. Half-way houses
2. Parole clinics
3. Work release
4. Vocational rehabilitation

XII. Parole and other release procedures
A. Parole boards and hearing procedures
B. Pre-release programs
C. Extent of correctional caseload on parole
D. Supervision of parolees

XIII. Future of corrections
A. Correctional ideologies and changing clientele
1. Punishment
2. Treatment
3. Prevention
B. Alternatives to incarceration
1. Partial incarceration
2. Graduate release
3. Half-way houses
4. Diversion programs

Texts:

Allen, H.E., and C.E. Simonsen. *Corrections in America: An Introduction.* Encino, CA: Glencoe Press, 1978.

Carney, Louis P. *Introduction to Correctional Science*. New York: McGraw-Hill Book Co., 1974.

Carter, Robert, *et al. Correctional Institutions*. Philadelphia: J.B. Lippincott, 1977.

_____. *Corrections in America*., Philadelphia: J.B. Lippincott, 1975.

Clare, P., and J. Kramer. *Introduction to American Corrections*. Boston: Holbrook Press, Inc., 1976.

Duffee, David, and Robert Fitch. *An Introduction to Corrections*. Santa Monica: Goodyear Publishing Co., 1976.

Fox, Vernon. *Introduction to Corrections*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1977.

Goldfarb, Ronald. *Jails: The Ultimate Ghetto of the Criminal Justice System*. Garden City, NY: Anchor Press, 1975.

Goldfarb, Ronald, and Linda R. Singer. *After Conviction*. New York: Simon & Shuster, Inc., 1973.

Irwin, John. *The Felon*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1970.

Killinger, G.G., and P. Cromwell. *Penology: The Evolution of Corrections in America*. St. Paul: West Publishing Co., 1979.

Leger, Robert G., and John R. Stratton, *The Sociology of Corrections*. New York: John Wiley & Sons, Inc., 1977.

Introduction to Law Enforcement

Description:

The philosophy and history of law enforcement. Organization and jurisdiction of local, state, and federal law enforcement agencies. Problems of effective law enforcement. The role of the police in the community. Professional career orientation and opportunities.

Rationale:

Introduction to law enforcement is designed to introduce the incoming student to the many agencies involved in the administration of criminal justice.

A base of information will be laid which should assist in any future vocation connected with this field.

Students will develop an understanding of the underlying purpose of law enforcement, the procedures that have been set up to carry out its purpose, the agencies that are involved in carrying out these functions, and the particular functions for which each of them is responsible.

Goals and Objectives:

(1) List and describe the basic organization and jurisdiction of local, state, and federal law enforcement agencies.
(2) State the duties, guidelines and ethical principles to be followed by the law enforcement officer.
(3) Explain the legal bases upon which an officer's authority rests.

(4) Describe the public's role concept of the officer.
(5) Explain in depth the inter-relationship of the officer and the public.
(6) Define "due process", identify Supreme Court decisions regarding due process, and outline procedures to assure due process to persons under arrest.

Conceptual Outline:

I. History and development of law enforcement
   A. Law enforcement in ancient history
   B. Anglo-Saxon period
   C. Bow Street runners
   D. Peelian reform

II. U.S. history of law enforcement
   A. Municipal police
   B. Rise of sheriff and constable
   C. State police
   D. Federal police

III. Nature of crime
   A. Law
      1. General classification of law
      2. Sources of criminal law
   B. Crime
      1. Classification of crime
      2. Types of crime
      3. Elements of crime
   C. Crime problems
      1. Impact of crime
      2. Economic impact of crime
      3. Victims of crime
      4. Amount of crime
      5. Crime reporting
      6. Trends in crime

IV. Components of the system
   A. Police
      1. Structure of the department
         a. Functional organization
         b. Command
         c. Internal controls
         d. External controls
      2. Police recruitment
         a. Personnel selection
         b. Standards
         c. Testing
         d. Women
         e. Promoting
         f. Training
      3. Police patrol
         a. Organization of patrol units
         b. Services

c. Communications
d. Development

4. Investigation
   a. Role of the investigator
   b. Function
   c. Case assignments
   d. Sources of information
   e. Clearance
5. Vice control
   a. Definition
      (1) Prostitution
      (2) Gambling
      (3) Narcotics
   b. Enforcement techniques
   c. Effects or results of vice control
      (1) On department
      (2) On public
6. Police and community relations
   a. Use of physical force
      (1) Legitimate or lawful
      (2) Abuse or unlawful
   b. Authority
      (1) Acceptance or rejection
      (2) Authoritarian personality
   c. Selective enforcement
   d. Police sub-culture
7. Legal limitations of police power
   a. Probable cause
   b. Investigative techniques
   c. Laws of arrest
      (1) Warrants
      (2) Non-warrant arrests
   d. Search and seizure
      (1) Warrants
      (2) Exceptions to warrant searches
   e. Suppression hearing
   f. Confessions and statements
      (1) Rules
      (2) Leading cases
   g. Detention and custody
   h. Constitutional rights and the exclusionary rule
      (1) Privilege against self-incrimination
      (2) Search and seizure
      (3) Effects of the exclusionary rule
   i. Amendments from the Bill of Rights
      (1) Fourth Amendment
      (2) Fifth Amendment
      (3) Sixth Amendment

B. Courts
   1. Types and jurisdiction
      a. Federal

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b. State
c. Local

2. Court Personnel
   a. Prosecution
      (1) History of the office
      (2) Selection of the prosecution
      (3) Operation of the prosecutor's office
      (4) Authority and power
      (5) Duties
   b. Defense attorney
      (1) Right of counsel
      (2) Public defender
      (3) Defense strategies
      (4) Duties
   c. Judges
      (1) Selection
      (2) Qualifications
      (3) Standards
      (4) Judicial role
   d. Juries
      (1) Grand Jury
         (a) Duties
         (b) Selection
         (c) Secrecy
      (2) Trial (petit) jury
         (a) Duties
         (b) Composition
         (c) Decisions

C. Corrections
   1. Confinement: detention and imprisonment
      a. Federal system
      b. State system
      c. Institutional organization
         (1) Development of prisons
         (2) Security provisions
         (3) Authority structure
         (4) Prison life
            (a) Prison segregation
            (b) Classification system
            (c) Prison labor
            (d) Special programs
         (5) Prison violence
         (6) Facility problems
   2. Community-based corrections
      a. Probation
         (1) Pre-sentence report
         (2) Conditions of probation
         (3) Advantages
         (4) Disadvantages
      b. Probation officer
      c. Parole

(1) Definition
(2) Eligibility
(3) Parole officer
(4) Pros and cons of the system
d. Return to the community—half-way houses

V. Law enforcement: from arrest to sentencing
A. Arrests
1. Summons
2. Subpoena
B. Preventive detention
1. Bail
a. Purpose
b. Procedures
(1) Bondsman
(2) Recognizance
C. Jails
1. Organization and structure
2. Conditions
3. Recommendations for improvement
D. Hearing and examinations
E. Rules of evidence
F. Sentencing
1. Objectives of sentencing
a. Retribution
b. Deterrence
c. Rehabilitation
2. Types of sentences
a. Fixed sentences
b. Indeterminate sentences
3. Factors in sentencing
a. Pre-sentence report
b. Plea-bargaining
c. Judicial discretion

VI. Career orientation
A. Municipal agencies
B. State agencies
C. Federal agencies
D. Private agencies
E. Qualifications, advantages, and disadvantages

Texts:

Bopp, William S., and Donald Schultz. *Principles of American Law Enforcement and Criminal Justice*. Springfield, IL: Charles C. Thomas Publishers, 1972.

Chang, D.H., and R.G. Iacovetta, editors. *Critical Issues in Criminal Justice*. Durham, NC: Carolina Academic Press, 1979.

Creamer, J. Shane. *The Law of Arrest, Search and Seizure*. Philadelphia: W.B. Saunders Co., 1979.

Foley, Vern L. *American Law Enforcement*, 2nd edition. Boston: Holbrook Press, 1976.

Germann, A.C., *et al. Introduction to Law Enforcement*. Springfield, IL: Charles C. Thomas Publishers, 1966.

Kalmanoff, Alan. *Criminal Justice*. Boston: Little, Brown & Co., 1976.

Kaplan, John. *Criminal Justice, Introductory Cases and Materials*. Mineola, NY: Foundation Press, Inc., 1978.

Kerper, Hazel B. *Introduction to the Criminal Justice System*. St. Paul: West Publishing Co., 1972.

Moore, Richter H. *Readings in Criminal Justice*. Indianapolis: The Bobbs-Merrill Co., 1976.

Neiderhoffer, Arthur, and Abraham S. Blumberg. *The Ambivalent Force*, 2nd edition. New York: Holt, Rinehart & Winston, Inc., 1976.

Senna, Joseph J., and Larry J. Siegel. *Introduction to Criminal Justice*. St. Paul: West Publishing Co., 1978.

Skolnick, Jerome, *et al. Crime and Justice in America*. Elmsford, NY: Pergamon Press, Inc., 1977.

Sullivan, John J. *Introduction to Police Science*, 3rd edition. New York: McGraw-Hill Book Co., 1976.

The Challenge of Crime in a Free Society. Report by the President's Commission on Law Enforcement and Administration of Justice. Washington, D.C.: U.S. Government Printing Office, 1967.

Vetter, Harold J., and Clifford E. Simonsen. *Criminal Justice in America*. Philadelphia: W.B. Saunders Co., 1976.

Waldron, Ronald, J., *et al. The Criminal Justice System*. New York: Houghton-Mifflin Co., 1976.

Weiner, Norman L. *The Role of the Police in Urban Society*. Indianapolis: The Bobbs-Merrill Co., 1976.

Wrobleski, Henry M., and Karen M. Hess. *Introduction to Law Enforcement and Criminal Justice*. St. Paul: West Publishing Co., 1979.

Juvenile Delinquency

Description:
Survey of the juvenile justice system. Definitions of delinquent behavior. Nature, etiology, and extent of juvenile delinquency. Role of law enforcement and the development and organization of the juvenile justice system. Diversion, detention, and treatment of the juvenile offender. Research in the area of juvenile justice. Evaluation of the juvenile justice system.

Rationale:

The aim of this course is to provide students with a critical overview of the juvenile justice system in the U.S.

The course is designed for students working or intending to work in the juvenile justice system.

The objectives of this course are to increase knowledge of delinquency and control and to develop the ability to critically appraise theory, research, and practices in the area.

Goals and Objectives:

By the end of the course, students should be able to:

(1) Define juvenile delinquency and identify specific delinquent acts.
(2) Identify and describe theories of delinquency causation.
(3) Identify the major biological, psychological, and sociological factors that contribute to delinquency.
(4) Describe processes involved in the juvenile justice system from the initial encounter with police to adjudication by Juvenile Court and corrections programs.
(5) Identify and describe pre- and post-trial adjudication diversion programs for juveniles.

Conceptual Outline:

I. Definition of juvenile delinquency
   A. Legal
   B. Functional

II. Measurement of delinquency
   A. Arrests of juveniles
   B. Juvenile court cases
   C. Delinquency acts officially reported

III. Theories of etiology of delinquency
   A. Biological theories
      1. Defective organism
      2. Diseases and retardation
      3. Body build theories
   B. Psychological theories
      1. Sociopathy
      2. Schizophrenia
   C. Social theories
      1. Role of the family
      2. Role of the milieu
      3. Social and cultural structure and disorganization

IV. Juvenile justice system
   A. Legal basis
   B. History and development
   C. Organization and processes
   D. Case dispositions
   E. Diversion and deinstitutionalization

V. Delinquency prevention
   A. Pure prevention programs
   B. Rehabilitative prevention programs

VI. Current research and trends
   A. Recent research on delinquency
   B. Role of the legislature in change process

Texts:

Brown, Claude. *Manchild in the Promised Land*. New York: New American Library, 1965.

Cavan, Ruth S., editor. *Readings in Juvenile Delinquency*. New York: J.B. Lippincott, 1975.

Cavan, Ruth S., and Theodore N. Ferdinand. *Juvenile Delinquency*, 3rd Edition. New York: J.B. Lippincott, 1975.

Cox, Steven M., and Joseph J. Conrad. *Juvenile Justice*. Dubuque, IA: W.C. Brown Co., 1978.

Eldefonso, Edward, and Alan Coffee. *Process and Impact of the Juvenile Justice System*. Beverly Hills, CA: Glencoe Press, 1976.

Empey, LeMar T. *American Delinquency*. Homewood, IL: The Dorsey Press, 1978.

Faust, F.L., and P.J. Brantingham, editors. *Juvenile Justice Philosophy*. St. Paul, MN: West Publishing Co., 1974.

Giallambardo, Rose. *Juvenile Delinquency: A Book of Readings*. New York: Wiley & Sons, 1976.

Gibbons, D.C. *Delinquent Behavior*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1976.

Gold, Martin. *Delinquent Behavior in American Society*. Belmont, CA: Brooks/Cole, 1970.

Hahn, Paul H. *The Juvenile Offender and the Law*, 2nd Edition. Cincinnati, OH: Anderson Publishing Co., 1978.

Haskell, M.R., and Lewis Yablonsky. *Juvenile Delinquency*. Chicago: Rand-McNally Publishing Co., 1974.

Kelly, Delos H. *Deviant Behavior*. New York: St. Martin's Press, 1979.

Konopka, Gisela. *Adolescent Girl in Conflict*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1966.

Kratcoski, P., and L. Kratocoski. *Juvenile Delinquency*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1979.

Krisberg, Barry, and James Austin. *The Children of Ishmael*. Palo Alto, CA: Mayfield Publishing Co., 1978.

Murphy, Patrick. *Our Kindly Parent . . . The State*. New York: Viking Press, Inc., 1974.

Platt, Anthony. *The Child-Savers*. Chicago: University of Chicago Press, 1969.

Reed, John P., and Fuad Badi. *Faces of Delinquency*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1972.

Rettig, Richard P., *et al. Manny: A Criminal Addict's Story*. Boston: Houghton Mifflin Co., 1977.

Sanders, William B. *Juvenile Delinquency*. New York: Praeger Publishers, 1976.

Schur, Edwin M. *Our Criminal Society*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1969.

Schur, Edwin M. *Radical Non-Intervention*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1973.

Shaw, Clifford. *The Jack Roller*. Chicago: University of Chicago Press, 1966.

Sutherland, Edwin H., and Donald R. Cressey. *Criminology*, 10th Edition. Philadelphia: J.B. Lippincott Co., 1978.

Sykes, Gresham M. *Criminology*. New York: Harcourt Brace Jovanovich, 1978.

Task Force Report: Juvenile Delinquency and Youth Crime. Washington, D.C.: U.S. Government Printing Office.

Trojanowicz, Robert C. *Juvenile Delinquency*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1978.

Voss, Harwin L., editor. *Society, Delinquency and Delinquent Behavior*. Boston: Little, Brown and Co., 1970.

Winslow, Robert W., editor. *Juvenile Delinquency in a Free Society*. Encino, CA: Dickenson Publishing Co., Inc., 1973.

Wooden, Kenneth. *Weeping in the Playtime of Others*. New York: McGraw-Hill, 1976.

Juvenile Procedure

Description:

Administration and organization of the juvenile justice system. Functions and jurisdictions of juvenile agencies. Juvenile statutes and case laws. Rights of juveniles. Processing, detention, and case disposition. Current issues such as diversion, deinstitutionalization, and aftercare.

Rationale:

This course will provide students with the knowledge of the operations of the juvenile justice system.

Students majoring in criminal justice, especially those who intend to work in the juvenile justice system, will benefit from this course.

This course will develop knowledge of the structures and procedures involved in handling youthful offenders.

Goals and Objectives:

By the end of this course, students should be able to:

(1) State the rational underpinnings of the juvenile justice system.
(2) Identify and describe specific legal procedures that pertain to juvenile offenders.
(3) Trace the formal and informal processing of a juvenile through the various agencies of the juvenile justice system.

(4) State the constitutional rights of juveniles and describe the guarantees of due process.
(5) Describe the issues surrounding the implementation of diversion and deinstitutionalization programs.

Conceptual Outline:

I. Scope of the delinquency problem
   A. Historical and socio-legal origins
      1. *Parens patria*
      2. Rise of "child savers"
      3. Changing views of juvenile rights
   B. Nature of juvenile offender
      1. Status offenses
      2. Juvenile drug abuse
      3. Criminal code violations

II. Concept of delinquency
   A. Defining delinquency
   B. Individualistic models of causation
   C. Social models of causation
   D. Uses of causation theories

III. Philosophy and procedures of the juvenile court
   A. Due process and the juvenile offender
      1. Due process
      2. Arrest
      3. Records
      4. Fingerprints
      5. Photographs
      6. Expungement of records
   B. Juvenile Court: philosophy and procedure
      1. Ramifications of *Gault* decision
      2. Right to a jury trial
      3. Jurisdiction
      4. Intake and detention
      5. Physical care
      6. Psychiatric, psychological clinics, and medical examinations
      7. Preliminary and detention hearing
      8. Service
      9. Adjudicatory hearing
      10. Right to counsel
      11. Hearings for mentally ill and retarded
      12. Dispositions
   C. Juvenile court as an institution
      1. Structure and organization
      2. Legal services offered
      3. Role and responsibilities of the judge
   D. Rights in conflict: issues and trends in juvenile rights
      1. Boundaries between socializing the courts and maintaining the constitutional rights
      2. Avoiding the legal stigma while ensuring treatment

3. Differentiating juvenile court procedures from criminal court procedures
4. Treatment and/or punishment
5. Procedural safeguards

IV. Police role in delinquency
- A. Range of police disposition
  1. Police mandate
  2. Procedures governing police-juvenile encounters
- B. Specialized youth units
  1. Needs of police for effective and efficient service to juveniles
  2. Neglect and abuse cases
  3. Police involvement in delinquency prevention programs

V. Philosophy and goals of juvenile corrections
- A. Conflicts between theories and purposes of juvenile corrections
- B. Retribution and deterrence
- C. Diagnosis and treatment
- D. Assessment of effects of punitive methods
- E. Legislative, judicial, and administrative changes

VI. Treatment of the juvenile offender
- A. Diversion from the juvenile justice system
  1. Goals of diversion
  2. Criteria for diversion
  3. Individualization of justice
- B. Purpose of juvenile corrections
  1. Classical vs. positivist perspectives on punishment, treatment, rehabilitation, deterrence
  2. Institutionalization
     a. Necessity
     b. Effects on juveniles
  3. Preventive services
  4. Probation
  5. Use of volunteers and paraprofessionals
- C. Decentralization of mass-custody institutions
- D. Role of the law enforcement officer

VII. Rehabilitative programming
- A. Probation
  1. Individual and group counseling
  2. Social casework—family treatment
  3. Therapy programs
- B. Institutionalization
  1. Detention centers
  2. Treatment institutions vs. custody institutions
  3. Aftercare
- C. Community-centered treatment
  1. Advantages of community oriented treatment programs
     a. Half-way houses
     b. Foster homes
     c. Use of volunteers

VIII. Delinquency prevention
- A. Employment
- B. Schools
- C. Activity programs

Texts:

Bartollas, Clemons, and Stuart Miller. *The Juvenile Offender: Control, Correction and Treatment*. Boston: Allyn and Bacon, Inc., 1978.

Coffey, Alan R. *Juvenile Justice as a System*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1974.

Cox, Steven, and John Conrad. *Juvenile Justice*. Dubuque, IA: W.C. Brown Publishers, 1978.

Empey, Lemar T. *American Delinquency: Its Meaning and Construction*. Homewood, IL: The Dorsey Press, 1978.

Faust, Frederic L., and Paul J. Brantingham. *Juvenile Justice Philosophy*. St. Paul: West Publishing Co., 1975.

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Klein, Malcolm W., editor. *The Juvenile Justice System*. Beverly Hills, CA: Sage Publications, 1976.

Kobetz, Richard W., and Betty Bosarge. *Juvenile Justice Administration*. Gaithersburg, MD: International Association of Chiefs of Police, 1973.

Kratcoski, Peter C., and Lucille D. Kratcoski. *Juvenile Delinquency*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1979.

McCreedy, Kenneth R. *Juvenile Justice, System and Procedures*. Albany, NY: Delmar Publishers, 1975.

Platt, Anthony. *The Child Savers*, 2nd edition. Chicago: University of Chicago Press, 1971.

Schur, Edwin M. *Radical Non-Intervention: Rethinking the Delinquency Problem*. Englewood Cliffs, NJ: Spectrum Books, 1973.

Senna, Joseph, and Larry Siegel. *Juvenile Law Cases and Comments*. St. Paul: West Publishing Co., 1976.

Trojanowicz, Robert C. *Juvenile Delinquency: Concepts and Controls*, 2nd edition. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1978.

Police Administration

Description:

Organization and administration of police agencies. Principles of planning, leadership, and control applied to law enforcement. Police operations: patrol, inspections, personnel administration, planning, and research. Enforcement policies, community service, and evaluation of effectiveness.

Rationale:

This course will acquaint students with the tasks and roles of police administrators in establishing guidelines for effective and efficient police operations.

Students will gain insight into how their roles and effectiveness as law enforcement agents will be affected and partially determined by administrational organization, policies, and rules.

Goals and Objectives:

By the end of this course, students should be able to:

(1) Identify the major problems currently facing police administrators.
(2) Describe and outline the basic pattern of police organization.
(3) State the basic principles of management as they apply to law enforcement.
(4) Describe the organization and management of police operations units including patrol, traffic, investigations, and inspections.
(5) Identify and describe principles and problems involved in planning and budgeting police operations.
(6) Describe methods of personnel recruitment, selection, and evaluation used in police agencies.

Conceptual Outline:

I. Police responsibilities and relationships
   A. Role of the police
   B. Police and the total system of justice
   C. Relationship to government and politics
   D. Police leadership in the community
   E. Regional, state, and federal law enforcement planning
   F. Consolidation, regionalization, sharing of services, and relationships with other agencies

II. A. Organization of police service
   1. Leadership within and outside the department
      a. Direction
      b. Leadership
      c. Confidence, loyalty, and interest
      d. Command of supervisory control
      e. Order of rank
      f. Formal directive system
      g. General supervision
   2. Principles of organization and police service

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3. Organization, structure, and command
    a. Police services
    b. Special units
    c. Delegation and exercise of authority
    d. Unity of command
    e. Span of control
    f. Organization for administration
    g. Direction and coordination

B. Administrative services
    1. Planning and research
        a. Planning process
        b. Staffing the planning function
        c. Data processing and computers
        d. Management plans
        e. Operational plans
        f. Specialization within a large division
        g. Implementing plans
    2. Inspections and control
        a. Authoritative and staff inspection
        b. Inspection by chief and inspectional services
    3. Personnel management
        a. Organization and function of personnel staff
        b. Recruitment
        c. Selection process
        d. Performance evaluation
        e. Promotion
        f. Salaries and benefits
        g. Unions and grievance procedures
        h. Professionalization and career development
        i. Training and education
    4. Training, discipline, welfare

C. Police and the public
    1. Individual officer and the public
    2. Police and the press
    3. Public reporting
    4. Speaker's bureau
    5. Community organizations

III. Operational services
A. Patrol
    1. Organization and staffing
    2. Administration
    3. Scheduling and supervision
    4. Methods and concepts
    5. Techniques
    6. Activities

B. Allocation and distribution of operational manpower

C. Criminal investigation
    1. Organizing and staffing investigation
    2. Function
    3. Management of cases

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4. Administration and supervision of the criminal investigation
5. Investigative methods and techniques
6. Criminal investigative procedures

D. Organized crime and vice control
1. Police control of vice
2. Organization of vice functions
3. Gambling, narcotics, prostitution

E. Crime prevention, suppression, and resistance
1. Investigation and delinquency prevention
2. Safety education
3. Crime prevention services

F. Special operational problems
1. Use of tactical forces
2. Prevention and control of civil disorders
3. Special events control

G. Traffic
1. Traffic engineering
2. Public education
3. Traffic enforcement
4. Accident investigation
5. Parking control and regulations

IV. Auxiliary and technical services

A. Informational services and control
1. Complaint recording and processing
2. Other records functions
3. Communications
4. Real-time information systems

B. Crime laboratory
1. Organization and staffing
2. Evidence collection
3. Crime-scene search

C. Other auxiliary services
1. Jail administration
2. Maintenance services
3. Central services

L. Buildings and equipment
1. General considerations in building design
2. Design for operation
3. Police equipment

Texts:

Bouza, Anthony V. *Police Administration*. Elmsford, NY: Pergamon Press, Inc., 1978.

Chapman, Samuel G. *Police Patrol Readings*. Springfield, IL: Charles C. Thomas, Publishers, 1969.

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Sheehan, Robert, and Gary W. Cordner. *Introduction to Police Administration*. Reading, MA: Addison-Wesley Publishing Co., 1979.

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Introduction to Criminal Justice

Description:

The relationship of crime to the police, the courts, and corrections, and the general functions of each.

Historical and philosopical background of the Criminal Justice system. A study of the United States Constitution and its impact on modern criminal justice. Organization and jurisdiction of local, state, and federal law enforcement agencies. Research in criminal justice. Critical evaluation of modern law enforcement.

Rationale:

The purpose of the course is to provide students with an understanding of the American criminal justice system.

The course will provide a knowledge base from which criminal justice majors can proceed to more advanced and specialized courses in the department.

The non-majors will be adequately informed about the structure and functioning of the system, and be knowledgeable about its strengths and weaknesses.

Goals and Objectives:

Upon completion of the course, students should be able to:

(1) Identify and describe the historical development of the criminal justice system in the U.S.

(2) Identify and describe the philosophical foundations of crime, law, and justice.

(3) Identify and describe the basic concepts of criminal law, the types of crimes, and the elements of major crimes.

(4) Identify and describe the organization, processes, and interactions of the agencies of the criminal justice system, including police, prosecution, courts, probation, corrections, and parole.
(5) Identify and describe the processes of the juvenile justice system and describe differences between the adult and juvenile processes.

Conceptual Outline:

I. System of criminal justice
   A. Systems approach
   B. Applications
   C. Criticisms
   D. How the system/non-system works
   E. Flow chart of the system
   F. System functions
   G. System structures
   H. Basic system processes

II. Crime
   A. Definition of crime
   B. Historical development of concept of crime
   C. Classification of crimes
      1. Crimes against the person
      2. Crimes against property
      3. Organized crime
      4. Victimless crimes
   D. Elements of crime
   E. Criminal statistics
      1. Uniform crime reports
         a. Part I
         b. Part II
   F. Victims of crime
   G. Criminal responsibility

III. Law
   A. Definitions of law
   B. Functions of law
      1. Social control
      2. Social values
      3. Social institution
      4. Limits of law
   C. Types of law
      1. Constitution
      2. Treaties
      3. Common law
      4. Statutes
         a. Criminal
         b. Civil
      5. Case law
      6. Judicial ruling
      7. Administrative regulation

D. Basic concepts of law
   1. Adversary system
   2. Case
   3. Burden of proof
   4. Due process
   5. Jurisdiction
   6. Venue

IV. Law enforcement
   A. History of police functions
   B. Legal regulating of law enforcement
      1. Constitution
      2. Bill of rights
      3. Search and seizure
      4. Right to counsel on confessions
      5. Exclusionary rule
   C. Police organizations
      1. Municipal police
      2. Sheriff
      3. State police and law enforcement agencies
      4. FBI and federal law enforcement agencies
   D. Police structure
      1. Administration
      2. Supervision
      3. Personnel training
   E. Police processes and roles
      1. Patrol
      2. Investigation
      3. Traffic
      4. Juvenile
      5. Public service and community relations
      6. Vice, drugs, and intelligence
   F. Police authority
      1. Detention, arrest, and search
      2. Booking and charging
      3. Case preparation
      4. Limits on police authority
   G. Issues and innovations
      1. Police brutality
      2. Community relations
      3. Corruption
      4. Team policing
      5. Consolidation

V. Prosecution and defense
   A. Prosecution
      1. History of prosecution
      2. Functions of the prosecution
         a. Decision to charge
         b. Discretion of prosecution

3. Structure and organization
   a. Authority and power
   b. Jurisdiction

B. Defense
   1. History of legal defense
   2. Functions of defense
   3. Sixth amendment
   4. Gideon vs. Wainwright
   5. Public defender

VI. Courts
   A. History and development of the court system
      1. Roles of courts
   B. Kinds of courts
   C. Structure of the court system
      1. Administration
      2. Management
   D. Court process
      1. Pre-trial proceedings
         a. Initial appearance
         b. Preliminary hearing and examination
         c. Indictment
         d. Arraignment
         e. Methods of pre-trial release
         f. Warrant application
      2. Trials
         a. Types of trials
         b. Trial proceedings
            (1) Right of counsel
            (2) Guilty/not guilty pleas
            (3) Rules of evidence
            (4) Jury selection and deliberation
            (5) Appeals of conviction
   E. Sentencing
      1. Types of sentencing
      2. Process of sentencing
      3. Issues in sentencing
   F. Current problems
      1. Delays
      2. Plea bargaining
      3. Equality of justice

VII. Corrections
   A. History
   B. Philosophy of corrections
   C. Correctional institutions
      1. Jails
      2. Prisons
      3. Prison life
      4. Institutional programs
         a. Work release
         b. Counseling

c. Vocational/educational
d. Family visitation

D. Community-based corrections
1. History and rationale
2. Types of programs

E. Issues in correctional effectiveness

VIII. Probation and parole
A. History of probation and parole
B. Structures and functions of probation
C. Structures and functions of parole
D. Problems and recent trends in probation and parole

IX. Juvenile justice
A. History of juvenile justice
1. Theories of juvenile delinquency
2. Scope of juvenile justice
B. Structure of the juvenile justice system
C. Philosophy of juvenile justice
D. Juvenile proceedings
E. Juvenile corrections
F. Current issues in juvenile justice

X. Future of the criminal justice system
A. Reforms and innovations
B. Naturalization and professionalization
C. Impact of science and technology

Texts:

Atkins, Burton, and Mark Pogrebin. *The Invisible Justice System*. Cincinnati: Anderson Publishing Co., 1978.

Berkley, Giles, *et al. Introduction to Criminal Justice, Police, Courts and Corrections*. Boston: Holbrook Press, 1976.

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Carter, Robert M. *et al. Corrections in America*. Philadelphia: J.B. Lippincott, 1975.

Chamelin, Neil C., *et al. Introduction to Criminal Justice*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1977.

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Kratcoski, P.C., and L.D. Walker. *Criminal Justice in America*. Glenview, IL: Scott, Foresman & Co., 1978.

Newman, Donald J. *Introduction to Criminal Justice*. San Jose, CA: J.B. Lippincott, 1978.

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Senna, Joseph, and Larry Siegel. *Introduction to Criminal Justice*. St. Paul: West Publishing Co., 1978.

Vetter, Harold J., and Clifford E. Simonsen. *Criminal Justice in America: The System, the Process, the People*. Philadelphia: W.B. Saunders Co., 1976.

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Police-Community Relations

Description:

Survey of the relationship between various criminal justice agencies and the communities they serve, with emphasis on police. Causes of tension and conflict, dissent, and disorder. Concepts of human relations. Applications to criminal justice agencies. Analysis of existing community-relations programs.

Rationale:

The course is designed to introduce the issue of community relations as an important aspect of the functions of criminal justice agencies.

Both majors and non-majors should benefit from this course.

The goal of the course is to provide students with knowledge of the sources of police-community relations problems, principles of conflict resolution, and efforts to improve police-community relations.

By gaining insight into these issues, students pursuing a career in law enforcement will be more effective and successful in dealing with the communities they will serve.

Goals and Objectives:

By the end of this course, students should be able to:

(1) Define "community" and describe the police role in enforcement and service in the community.
(2) Identify and describe the nature and limits of police authority, as well as the rights and freedoms of citizens in our society.
(3) Identify and describe the nature and sources of misunderstanding and conflict between police and the community.
(4) Identify and describe the organization, operations, and efforts of existing police-community relations programs.

Conceptual Outline:

I. Definition of community relations
   A. Community relations vs. public relations
   B. Human relations
   C. Involvement of police and the community

II. Role of the police officer
   A. Functions of the police
      1. Criminal enforcement
      2. Place in the criminal justice system
      3. Social services
      4. Reporting
   B. Role of the individual policeman
   C. Sources of friction in the police role in the community
      1. Centralization
      2. Professionalization
   D. Selective enforcement

III. Community
   A. Systems of interaction
   B. Varieties of communities
   C. Megalopolies vs. neighborhood units
   D. Community service

IV. Problems in developing positive community relations
   A. Adverse factors
   B. Poor police performance
      1. Discrimination
      2. Abuse of authority
      3. Excessive use of force
      4. Violation of civil rights
      5. Police brutality
   C. Positive factors
      1. Performance
      2. Good communication
      3. Impartiality
      4. Discretion
      5. Empathy

V. Complaints against police
   A. Sources of complaints
      1. Motives for reporting
      2. Inhibitions against making complaints
   B. Processing of civilian complaints
      1. Interview
      2. Investigation
      3. Records
   C. Civilian complaint review boards

VI. Police and protest groups
   A. Legitimacy of government
      1. Factors supporting the government
      2. Factors opposing government legitimacy
   B. Types of dissenters
      1. Anarchists and non-conformers
      2. Revolutionaries
      3. Radicals
      4. Reformers
      5. Religious groups.
      6. Student arrest
      7. Juvenile deviance
      8. Labor unions
   C. Establishment
      1. Traditionalists
      2. Super patriots
      3. Majority

VII. Police and the public
   A. Attitudes toward police
      1. Favorable
      2. Unfavorable
   B. Police attitudes
      1. Self-perception
      2. Attitudes towards public
      3. Attitude responses
   C. Police and minorities
      1. Social problems of minorities
      2. Police attitudes
      3. Minority views
      4. Communication barriers

VIII. Press relations
   A. Functions of the press
      1. Reporting
      2. News Coverage
   B. Restrictions on news media
      1. Information available to press
      2. Confidential information
   C. Cooperation with the press
   D. Free privileges

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IX. Police conflict resolution strategies
  A. Alternatives to arrest
  B. Community relations programs
    1. Information bureau
    2. Open house
  C. Community involvement
    1. Community or neighborhood councils
    2. Cooperation with community agencies
  D. Lecture programs
  E. Crime prevention programs
  F. Team-policing—decentralization

X. Youth programs
  A. Crime prevention activities
    1. Activity programs
    2. Education
    3. School liaison programs
  B. Department training
    1. Recruitment
    2. Recruit training
    3. Advanced in-service training

XI. Summary
  A. Current problems—police and public relations
  B. Image improvement
  C. Improved communications

Texts:

Bent, Alan E. *Police, Criminal Justice and the Community*. New York: Harper & Rowe Publishers, Inc., 1976.

"Community Crime Prevention." Washington, D.C.: U.S. Government Printing Office, 1973.

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Geary, David P. and Pamela D. Mayhall, *Community Relations and Administration of Justice*. New York: John Wiley & Sons, Inc., 1975.

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Orwell, George. *1984*. New York: W.W. Norton & Co., Inc., 1971.

Radelet, Louis A. *The Police and the Community*, 2nd edition. Encino, CA: Glencoe Publishing Co., Inc., 1977.

Rhodes, Robert. *The Insoluble Problems of Crime*. New York: John Wiley & Sons, Inc., 1977.

Silver, Isadore. *The Crime Control Establishment*. Englewood Cliffs: Prentice-Hall, Inc., 1974.

Skolnick, Jerome and Thomas Gray. *Police in America*. Boston: Little, Brown & Co., 1975.

Skolnick Jerome. *Justice Without Trial*. New York: John Wiley & Sons, Inc., 1966.

Trojanowicz, Robert C. and Samuel L. Dixon. *Criminal Justice and the Community*. New York: Prentice-Hall, Inc., 1974.

Wilson, James Q. *Thinking About Crime*. New York: Basic Books, Inc., 1975.

Police Organization and Management

Description:

Survey of the development, organization, and management of police departments. Organization and management of personnel, line operations, staff, and auxiliary services. Organizational models and leadership styles. Internal control, planning, and policy formation. Role definition in police performance. Police discretion. Evaluation of current research.

Rationale:

This course is designed to provide students with a basic understanding of the principles of organization and management as they apply to police agencies.

The students will broaden their knowledge of the purposes, activities, and procedures involved in police organization and management.

This course should enable students to put into operation any of the theories to which they were exposed and thereby increase their effectiveness as law enforcement agents.

Goals and Objectives:

By the end of this course, students should be able to:

(1) Describe the principles of organization and the common forms of structure found in law enforcement agencies.
(2) Describe police personnel management concepts in regard to recruitment, selection, training, evaluation, promotion, and discipline.
(3) Explain the functions of police management in planning, organizing, staffing, budgeting, equipping, coordinating public information, reporting, directing training, and decision-making.
(4) Understand the administration of both the line and auxiliary functions of police agencies.

(5) Describe the orientation, qualities, and coordinating ability that leadership requires.
(6) Describe the effects of role definition on performance, development, and expectations of enforcement and security personnel.

Conceptual Outline:

I. Introduction
   A. Philosophy of police service
   B. Police and the total system of justice
   C. Police group
      1. Chief and commanding officers
      2. Detectives and specialists
      3. Patrol officers
      4. Recruits

II. Police organization
   A. History of police organization
   B. Organization titles
   C. Principles of organization
      1. Similar tasks—function
      2. Time territory
      3. Specialization
   D. Informal organization
      1. Nature
      2. Informal leaders
      3. Functions
      4. Benefits
   E. Changing nature of police
      1. Human relations approach
         a. Hawthorne studies
         b. Formal-informal approach
      2. Structuralist or team approach
      3. Team policing organizational model
   F. Model organizational structures
      1. Traditional model
      2. Vollmer model
      3. Modified police model—medium-sized departmental model
      4. Small departmental model
      5. Large departmental model
      6. Immaturity-maturity theory
   G. Decision-making process and line and staff relationships
      1. Pyramid-type organization
      2. Bureaucratic environment
      3. Definition of line and staff relationships
      4. Causes of conflict between line and staff
      5. Improving line-staff relations
   H. Organization of specialized police functions
      1. Patrol
         a. Philosophy of patrol
            (1) Omnipresence
            (2) Desire/opportunity

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b. Methods of patrol
(1) Random
(2) Team policing
(3) Basic car plan
c. Organization and staffing of the patrol function
2. Criminal investigation
a. Stimulation of the patrol function
b. Organization and staffing
c. Qualifications of supervisor
3. Organized crime and vice
a. Effects on society and law enforcement
b. Police control
c. Organization and management of vice control and intelligence functions
4. Juveniles
a. Police role
b. Policy guidelines
c. Organization for juvenile control
d. Selecting and training juvenile officers
5. Traffic violations
a. Police responsibility for traffic control
b. Traffic engineering
c. Accident investigation
d. Traffic enforcement
e. Parking control and regulation

III. Administration
A. External influences
1. City manager or strong mayor
2. Director of public safety
3. Police commission
4. Politics
5. Power of the press
6. Community control
B. Police leadership
1. General principles of behavior
a. Physical and mental characteristics
b. Emotional characteristics
c. Factors affecting personality
2. Leadership within the department
a. Promotion of confidence, loyalty, and interest
b. Command and supervisory control
c. Formal directives system
d. Verbal direction
e. General supervision
3. Personnel evaluation for promotion and advancement
a. Difficulties of evaluating persons
b. Responsibilities of leaders in the process
4. Styles of leadership
5. Delegation of authority
a. Unity of command

b. Line vs. staff
c. Order and rank

C. Management functions
1. Selection of police personnel
a. Recruitment
(1) Eligibility requirements
(2) Selection
(a) Soliciting of candidates
(b) Investigating
(c) Testing
(3) Appointment
b. Psychological screening
c. Background investigation
d. Job-related ability testing
e. Education
f. Professional training and fitness standards
2. Promotion
3. Benefits

D. Control
1. Problems in control
a. Conflicts in command
b. Incentive plan
c. Inertia
d. Disciplinary methods

E. Allocation of manpower

Texts:

Adams, Thomas F. *Introduction to the Administration of Justice: An Overview of the Justice System and Its Components*. Englewood Cliffs: Prentice-Hall, Inc., 1975.

Cohn, A.W., and Emilio Viano. *Police Community Relations*. New York: Harper & Rowe Publishers, Inc., 1976.

Favreau, Donald, and Joseph E. Gillespie. *Modern Police Administration*. Englewood Cliffs: Prentice-Hall, Inc., 1978.

Felkenes, George T., and Paul M. Whisenand. *Police Patrol Operations*. Berkeley, CA: McCutchan Publishing Co., 1972.

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Leonard, V.A., and Harry W. More, *Police Organization and Management*, 5th edition. Mineola, NY: Foundation Press, 1978.

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Truitt, John O. *Dynamics of Police Administration: Cases and Problems*. Cincinnati: W.H. Anderson, 1978.

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Wilson, O.W. *Police Administration*, 4th edition. New York: McGraw-Hill Book Co., 1977.

Research Methods

Description:

Research methods and their application to criminal justice. Basic research designs, methods of inquiry, statistics, and preparation of research reports. Interaction of theory, research, and practice.

Rationale:

This course is designed to provide students with basic knowledge and skills in conducting and interpreting research in criminal justice.

Students intending to pursue careers in criminal justice should acquire an understanding of scientific processes involved in knowledge acquisition.

The course will focus on basic methods of research design, conduct, and data analysis. Knowledge gained in this course should prepare students to undertake positions in criminal justice agencies involving research and planning activities.

Goals and Objectives:

By the end of this course, students should be able to:

(1) Identify and describe basic methods of social science research.

(2) Employ appropriate methods in designing research, collecting, and analyzing data.
(3) Write a research report using an appropriate format.
(4) Describe how research findings are used in policy-making.
(5) Read research reports and critically analyze their contents.
(6) Identify and describe current issues pertaining to program and personnel evaluations.

Conceptual Outline:

I. Scientific approach
   A. Sources of knowledge
      1. Self-evident assertions
      2. Faith
      3. Authority
      4. Deduction
      5. Induction

II. Development of theory
   A. Philosophy of science
   B. Empirical methods
   C. Value of research to criminal justice
   D. Theory building
      1. Use of models
      2. Hypothesis testing
   E. Role of statistics in social sciences

III. Types of research
   A. Exploratory
   B. Descriptive
   C. Causal
   D. Survey
   E. Observational
   F. Historical

IV. Research designs
   A. Operational definitions
   B. Independent vs. dependent variables
      1. Empirical referent of a concept
      2. Distinguished from a constant
   C. Sampling considerations
      1. Validity
      2. Reliability
   D. Sources of bias
      1. Sampling error
      2. Research effects
      3. Variability over time
   E. Practical limitations

V. Research problem
   A. Selection/sources/evaluation
   B. Hypothesis
      1. Purposes
      2. Criteria of a good hypothesis
   C. Measures
      1. Access to hard data
      2. Use of questionnaires and interviews
   D. Research subjects
      1. Obtaining subject cooperation
      2. Protecting subjects
      3. Feedback of results
   E. Data Analysis
   F. Sampling and measurement
      1. Rationale behind sampling
      2. Sampling procedures
         a. Random
         b. Systematic
         c. Stratified
         d. Cluster
      3. Measurement
         a. Tests
         b. Scales

VI. Social statistics
   A. Descriptive Statistics
      1. Scales of measurement
      2. Organizing research data
      3. Measures of central tendency/variability
      4. Normal curve
      5. Correlation
   B. Inferential statistics
      1. Key terms
      2. Null hypothesis
      3. Type I and II errors

VII. Problems in correctional research
   A. "Third" factor variables
   B. Multi-factor correlations
   C. Interactions between dependent and independent variables

VIII. Research reports
   A. Statement of problem
   B. Review of literature
      1. Extent of review
      2. Literature searches
   C. Description of design
   D. Data presentation and analysis
      1. Use of tables
      2. Limiting conclusions
   E. Summary

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Campbell, D.T., and J.C. Stanley. *Experimental and Quasi-Experimental Designs and Research*. Chicago: Rand-McNally Co., 1963.

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